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ABSTRACT

To furnish constituent school district personnel with a number of alternative educational programs for reducing the dropout rate, this resource handbook was published by the Oakland Schools (Michigan) Department of Pupil Personnel Services. Provided within this second handbook discussing various strategies for improving student attendance and for reducing the dropout rate are 187 programs obtained from school districts locally, statewide, nationally (and from Canada) that appear to be successful. For each of the programs detailed, information on the target audience, a brief description, and the address and phone number for the contact person are given. A program information form is also included in this document. (KM)

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READ PUBLICATIONS

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* II -	Developing an Automated Student Record System via RAMS SIMS I. Procedures for: a. Creating an Automated Student Information Record b. Recording Attendance c. Student Scheduling d. Grade Reporting	1972	
*III -	Information Guide for the Collection, Maintenance, and Dissemination of Student Records	1972	
* IV -	School Health Rules and Regulations (refer to Volume VI)	1974	
V -	Confidentiality Requirements of General Education and Handicapped Student Educational Records	1976	$10.00
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XII -	A Booklet for School Dropouts	1985	$ 3.00
XIII -	187 Alternative Educational Programs for Reducing Student Absenteeism and the Dropout Rate	1986	$10.00
XIV -	Results of Interviews With 105 Representatives From Education, Community Agencies, Parents, Students Concerning Cause and Effect of School Dropouts -	1986	$10.00

The cost per issue includes postage and handling charges. They are available from Janice Doolittle, Consultant, Pupil Personnel Services, Oakland Schools, 2100 Pontiac Lake Road, Pontiac, Michigan 48054; (313) 858-2098.

*No longer available

FOREWORD

Each year the Oakland Schools Department of Pupil Personnel Services publishes one or more issues of a resource handbook for constituent district personnel entitled: READ.

READ is usually devoted to one or more topics that are suggested to us by constituent district administrators. We attempt to examine the problem described and suggest different strategies and ideas obtained from school districts locally, statewide or nationally which appear to be successful.

This issue of READ is being published for the purpose of providing school personnel with a number of alternative educational programs for reducing the dropout rate. It was one of the objectives of the 1985-86 Oakland County Attendance and Dropout Task Force.

Please address all requests for detailed information about any program to the contact person identified at the end of each program.

Editor

Terry Thomas, Director
Pupil Personnel Services
Oakland Schools
Pontiac, Michigan

Co-Editor

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Personal Development Program
Waterford Public School District
Waterford, Michigan

ACKNOWLEDGEMENTS

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Waterford School District

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Birmingham School District

Dick Turco
Rochester School District

Kay Mellet
Oxford School District

Joyce Berry
Warren Consolidated Schools

PREFACE

The purpose of this resource publication is to provide school personnel with a variety of strategies for improving student attendance and for reducing the dropout rate.

The Oakland County, Michigan, Attendance/Dropout Task Force in 1983 hosted a national conference for the purpose of sharing and exchanging ideas/programs related to school attendance and dropouts with school districts from throughout the United States and Canada.

Response to our requests for assistance from throughout the United States and Canada was tremendous. We had on display 157 programs from 37 states and Canada during this conference.

Many of the 1400 persons in attendance at this conference suggested we develop some type of publication for the sharing of these ideas.

This publication, READ XIII, is our second publication in response to this request. Refer to inside cover for other issues of "READ."

We realize there are a number of creative alternative educational programs being conducted throughout the United States and Canada that are not included in this issue.

Refer to page 157 if you have an alternative to school suspension program that you would like to share with others. Our next publication will be addressing alternatives to school suspension.

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DESCRIPTION

The Newburgh City School District has approximately 9,950 students in 1 High School, 2 Junior High Schools, 11 Elementary Schools and 1 Alternative Education Program (Grades 7-10).

For a number of years we operated with 1 Senior Attendance Teacher and a Home School Liaison Worker (Attendance Aide). With a large student population it was difficult to cover the entire district and many attendance problems were not checked on.

In September 1984, we instituted our Attendance Improvement/Dropout Prevention Program. With the help of this new program we employ an additional Attendance Teacher and 4 Home School Liaison Workers. The Senior Attendance Teacher has assumed the administrative responsibilities for the project. The new attendance teacher and the Senior Attendance Teacher have divided the district so that every school is served.

There are four main components in our Program:

A. Attendance Committees
B. Period by Period Attendance in the High School
C. Identification of reasons for absences immediately on the day of absence.
D. All 8th & 9th grade students records are reviewed and those with failing grades and/or poor attendance to be monitored and if necessary referred to the proper Pupil Personnel professionals or community agencies

The Attendance Committees have been very successful on the Elementary Level. Each elementary school has a meeting once a week where all attendance problems of related concerns are discussed. Most of the Committees include the Principal and/or Assistant Principal, School Nurse Teacher, Home School Liaison Worker and the Attendance Teacher. Each problem is reviewed and a decision is made as to who will handle the problem.

For the second year our High School has a Period-by-Period Attendance. Period-by-Period Attendance (PPA) is a computerized system of monitoring the attendance of students in each class. The Attendance Teacher assigned to the High School works very closely with this program to monitor attendance.

The Home School Liaison Workers are assigned to every school in the District. They make most of the initial home visits to verify the reason for absence. Once the problem becomes serious the cases are referred to the Attendance Teacher who is covering that building. Counselling and referrals to other Pupil Personnel professionals and Community Agencies is handled by the Attendance Teacher. Each staff member of the Attendance Department has a list of all students who were absent during 1984-85 for 20 days or more.

This District makes maximum use of Community Agencies.

The Senior Attendance Teacher is actively involved with local agencies in order to be aware of options when students are in need of services.

CONTACT PERSON -

Thomas F. Metzner, Senior Attendance Teacher, 124 Grand Street, Newburgh, New York 12250, (914)561-3232

3. TITLE OF PROGRAM/PROJECT

Seven County Truants Alternative Program (The Family Intervention Program)

TARGET AUDIENCE

Potential Truants, Truants, and Chronic Truants in Grades K-12

DESCRIPTION

The Family Intervention Program (F.I.P.) is a supportive service for truant students and their families for all school districts in Kendall, Grundy, LaSalle, Marshall, Putnam, Woodford and Bureau counties. The purpose of the program is to diagnose and remediate truant student behavior through the use of a wide variety of school and community services. There is one director/caseworker and six caseworkers employed in the program. The program also provides inservice training to elementary school teachers on truancy prevention strategies.

Students are referred for diagnosis and remediation services by participating schools when they have missed ten (unexcused) days out of 40 consecutive school days. Valid cause for absenteeism is determined by the Illinois School Code. Schools must exhaust all available supportive services before making a referral to the program. The caseworker follows a specific routine of diagnosis and coordination of services. This routine insures that each student receives the necessary services to return to school in the minimum amount of time.

F.I.P. actively encourages the mutual cooperation of local school districts and social service agencies. Districts are encouraged to make use of the wide variety of human services which can help truant children and their families resolve the underlying problems which contribute to unnecessary absenteeism. Agencies are encouraged to attend school staffings that are designed to develop comprehensive strategies to meet these children's needs.

Each student remains under the close observation of the caseworker for the entire school year. The caseworker monitors the student's attendance and contacts either the student, his/her family, school officials and/or related service agencies at least twice a month to insure that the designated services remain effective.

There are also two elementary teacher inservice training classes to train teachers to identify the causes of unnecessary student absenteeism and to implement effective prevention strategies in their classrooms. Graduate credit (2 semester hours) are given by the University of Illinois, Chicago. Three instructors from the University team teach this class. There are four classroom sessions and each participant develops and implements a prevention action plan which is evaluated by the instructors. The first class is held in Grundy or Kendall County, the second in LaSalle or Bureau County.

The Family Intervention Program does not duplicate any existing service. It's goal is to compliment and strengthen local schools and community service agencies.

CONTACT PERSON -

Mr. Richard Krase, Regional Superintendent, Mr. Jeffrey A. May, Program Director, Grundy/Kendell E.S.R., Courthouse, Room 29, Morris, Illinois 60450

4. TITLE OF PROGRAM/PROJECT

PASS (Preparing Academic Skills for Students)

TARGET AUDIENCE

7th Grade Students

DESCRIPTION

Design

A. A program to meet the needs of 7th grade students who are socially and academically not ready to make the transition from the elementary self-contained classroom to the 7th grade departmentalized program.
B. Students function in a block program, taking language arts and social studies courses from one instructor, and math/science from a second instructor. Teachers work as a team in adjoining classrooms.
C. Students are allowed one elective in the mainstream structure.

Referral

A. Teachers identify during subject elections in spring.
B. Service team made up of building administrators, counselors, and school psychologist screens candidates with input provided by classroom teachers.
C. Criteria for placement include below average study skills and organizational skills, social immaturity, inability to work independently, attendance and/or tardiness problems.

Instruction

A. Block I - reading, language arts, social studies
B. Block II - math, science, study skills
C. Elective - physical education and elective from courses

such as home economics, shop, etc.

D. Support Program - computers used for independent study and reinforcement activities; counselors for personal counseling and career goals

CONTACT PERSON -

Bruce Mathews, Principal, Central Middle School, 600 Erie Street, South Havem, Michigan 49090

5. **TITLE OF PROGRAM/PROJECT**

St. Louis Alternative Junior High Program

TARGET AUDIENCE

Junior High students 13-15 years of age

DESCRIPTION

Design

A. This program is designed to appeal to the student who is 13-15 years of age and does not function well in the traditional school setting.

B. The program is set up to assist students who may possess one or more of the following characteristics:

1. poor attendance
2. discipline or behavior problems
3. poor relationship with peers
4. minimal academic achievement
5. short attention span
6. home problems
7. evidence of low self-esteem
8. lacks usual sources of support
9. defensive attitude
10. apathetic learner

Curriculum

A. Instruction consists of Language Arts, Math, Social Studies, Science, and a values clarification component.

B. A strong emphasis is placed on reading, writing and computation.

C. Much of what is taught is individualized for each student.

Purpose

A. This program will provide a different and successful program for students who have experienced little success in previous educational experiences.

B. Each student will have an opportunity for social rehabilitation and academic remediation.

C. The ultimate goal is for successful re-entry into the traditional school setting.

CONTACT PERSON -

Gary Goetzinger - Community Education Director, Linda Johnson - Assistant Community Education Director, St. Louis Community Education, 129 Michigan Ave., St. Louis, Michigan 48880 (515)681-5405

6. TITLE OF PROGRAM/PROJECT

Center for Student Development

TARGET AUDIENCE

Out of School Youth

DESCRIPTION

Program is for out of school youth who have not been able to succeed in the K-12 school for many reasons. It doesn't service the following youth:

A. Special Education
   1. Mentally retarded
   2. Emotionally impaired

Referrals

A. High school principals and high school counseling departments.
B. Juvenile Court and Youth Service Bureau.
C. A screening committee made up of coordinator of the program, Youth Service Bureau Director and instructor of the program, determine the appropriate program for each student (parent involvement is encouraged).

Instruction

A. Instruction is individualized for each student.
B. Courses offered are English, Remedial Reading, Math, U.S. Hisotry, American Government, Sociology, Psychology, Geography, Science, Art, Law, Computers and Family Living.
C. Quest skills for living is a small group workshop to improve the quality of family life, promote positive mental health and build self esteem.
D. Academic credit is given on the basis of the 90 hour requirement for regular day school students. For every 90 hours spent in subject area with all work completed equals 1/2 credit.
E. The Community Education Director has control over credit and grades.
F. Students must be on time and are not permitted to leave the building until classes are dismissed.
G. There is a waiting list most semesters and students who do not attend regularly are asked to leave until they are ready to make a sincere commitment. If they want to return they will go on the waiting list.

CONTACT PERSON -

Betty Heidt, Hastings Community Education, 520 West South Street, Hastings, Michigan 49085

7. TITLE OF PROGRAM/PROJECT

Basic Skills

TARGET AUDIENCE

Middle School students who are failing and have significant skill deficiencies, but are not eligible for special education

DESCRIPTION

Students with significant skill deficiencies in math and language arts are referred to the principal or counselor by classroom teachers. Additional testing is done by the Basic Skills teachers to determine the specific skills that are missing. These students are then scheduled in Basic Skills in place of their regular grade level math and language arts classes. The instruction is individualized and deals with the specific weakness of each student. The involvement is intense with homework given daily. Once students have learned the basic skills they were missing, they are returned to their regular grade level class. To date, students returned to their regular classes have been able to pass.

CONTACT PERSON -

Wallace Murphy, Principal, Godwin Heights Middle School, 111 36th Street S.E., Wyoming, Michigan 49508 (616)245-0461 Ext. 10

8. TITLE OF PROGRAM/PROJECT

Oakland County Status Offender Program

TARGET AUDIENCE

All Oakland County home runaways and related referrals for "status offenses."

DESCRIPTION

Although the mission and purpose of the program is not to deal directly with school truancy (this is done through the Juvenile Court Intake Department), by providing crisis intervention and referral services the the "Home Runaway." I feel our program makes a big contribution in reducing the rate of student absenteeism and dropout. Some truancy and school truancy "problems" are very closely correlated and by providing counseling to young people and families having "Home Truancy" problems. I feel our caseworkers in the Status Offender Program are helping

to structure and stabilize youngsters and families and thereby create a positive home environment that will directly and positively effect the youngster's school achievement, attendance behavior and "long term" edcuational planning.

Our overall program objective is to avoid court and residential placement with home runaways when any other in-home planning is available.

CONTACT PERSON -

James R. Smith, Supervisor-Status Offender Program, Oakland County Juvenile Court, 1200 North Telegraph Road, Pontiac, MI 48053

9. TITLE OF PROGRAM/PROJECT

CYERA House (pronounced "Sierra") Stands for Children and Youth Equal Rights Advocate

TARGET AUDIENCE

Youths of all nationalities, girls and boys, in the 12-17 age bracket.

DESCRIPTION

CYERA House is intended to provide a place for youth to have an opportunity to "get themselves together." It will be a safe environment for them to rethink their situation and, with counseling help, learn to appropriately deal with it while relieving them of the immediate pressures of "where to sleep and what to eat." More specifically, CYERA House plans to provice:

1. emergency shelter care for a maximum of 15 days, with parental consent; maximum capacity: six youths
2. individual and group counseling with a professional counselor
3. referrals to other support services as deemed helpful
4. and 24 hour supervision per day by professional counselors and youth-care workers

Referrals

1. the courts
2. protective services
3. school districts
4. on their own

CONTACT PERSON -

Mrs. Gloria Hardiman, Chairman, Board of Directors - CYERA House, 86 Parkhurst, Pontiac, Michigan 48058

10. TITLE OF PROGRAM/PROJECT

Winthrop Alternative School

TARGET AUDIENCE

Emotionally Disturbed/Behaviorally Handicapped Accept Male and Female Students in Grades 7-12 (limit of 10 students)

DESCRIPTION

Purpose

Academic, social, and behavioral remediation via small group Therapeutic environment with low student/teacher ratio.

Goal

To return students to their sending school with the ability to succeed in the traditional school setting.

Means

Students are evaluated on a daily basis which includes academic and behavioral measurement. Academic courses are highly individualized and follow sending school requirements to graduate (e.g. U.S. History, Science, etc.). Students receive transferable credits. Formal and informal individual counseling, and group counseling are an integral part of the program. Family involvement is highly stressed. Students are reintegrated into the traditional school setting via trial courses at Winthrop High School. Success as measured by daily averages and completion of trial courses signifies readiness to reenter the sending school. The program is considered an environment where students can learn and practice skills necessary to succeed in many life situations.

CONTACT PERSON -

Kathryn F. Markochick, Office for Exceptional Children, Winthrop Grade School, Winthrop, Maine 04363

11. TITLE OF PROGRAM/PROJECT

Robert Clements Student Development Center Ann Arbor Public Schools

TARGET AUDIENCE

Students on Long-Term Suspension (Grades 7-12) Students who cannot adjust to the traditional, comprehensive high school environment

DESCRIPTION

1. Separate location in a converted elementary building.
2. Informal, "Family" atmosphere.
3. Structured academic program - basics emphasized.
4. Low pupil/teacher ratio through use of paraprofessionals.
5. Daily and hourly attendance checks. Students are picked

up at home if necessary.
6. Daily "rap sessions."
7. Parent conferences are home visits.
8. Primary objective - successful return to home school.

CONTACT PERSON -

Joseph Dulin, Director, 4377 Textile Road, Ypsilanti, MI 48197

12. TITLE OF PROGRAM/PROJECT

Juvenile Continuing Education

TARGET AUDIENCE

General Education students in grades 7, 8, 9 and 10, under the age of 16, who have been expelled from regular school or who have been recommended for the program

DESCRIPTION

This program is designed to assist students who are experiencing attendance or behavior problems or students who are academically out of step. The goal is to get them back into the educational mainstream or to channel them into the G.E.D. diploma program, vocational rehabilitation, or trade school.

Referral

A student may be referred to the administrator of the program by the hearing officer when the student is expelled. Principals, assistant principals, counselors, social workers, and probation officers may refer a student to the program. The administrator will set up a conference with the student and one or both parents (guardian). If the student and guardian agree to the conditions of the program, the student is enrolled.

Instruction

Instruction is totally individualized in English, science, social studies, and mathematics. Schedules are flexible. Students earn credit by meeting acceptable attendance standards and by making measurable academic progress as indicated by pre- and post-tests.

CONTACT PERSON -

Jack Claunch, Supervisor, Child Welfare and Attendance, East Baton Rough Parish Schools, Valley Park Center, 2928 College Dr., Baton Rouge, LA 70808

13. TITLE OF PROGRAM/PROJECT

Program "Gotcha" Graduation On Time - Classmates Helping Attendance

TARGET AUDIENCE

"High Risk" 9th Graders

DESCRIPTION

A peer-support program to improve attendance of potential dropouts--low cost and interschool, the program derives its strength from the dynamics of peer group influence. Important components include peer matching, mentor training, daily activities, group meetings and parent involvement and recognition. The key to program success lies in the commitment of the staff facilitator and administrative support. Also, the program can be implemented on either a small or large scale.

CONTACT PERSON -

Linda Wilhelms, Assessment Counselor, Division of Public Personnel, Jefferson County Public Schools, 3332 Newburg Rd., Tomsville, KY 40218

14. TITLE OF PROGRAM/PROJECT

Taking Charge

TARGET AUDIENCE

Grades 7-12

DESCRIPTION

In the early 1980's, the Mesa Public Schools District initiated a strict disciplinary drug policy for grade levels 7-12. While administrators and teachers were generally pleased with the results, they were unprepared for a major consequence: as the number of students suspended increased, the number of youth who never returned to school also multiplied. Concerned about the rising dropout rate, several community members, educators and guidance counselors submitted to the school board a proposal for returning suspended drug offenders to school.

With board approval, educators and counselors began meeting with officials from the Tri-City Mental Health Department and local law enforcement to devise an innovative way to get kids off drugs and back into school. The resulting program, "Taking Charge," began during the 1983-84 academic year with one specific goal: keeping kids in school so they can eventually become successful. As district director of Guidance Services, Byron McKinnon, explains, such success requires "students understand their own behavior and the consequences of their actions."

The program begins when a student receives a semester's suspension for possessing, using, buying or selling drugs on campus. These students (approximately 215 during 1983-84) are given a choice: stay out for an entire semester or return to school and

enroll in the "Taking Charge" counseling program. Those who select the latter (almost every student presented with the option according to McKinnon) sign a contract between themselves, the school, and their parent(s) promising not to use or possess drugs and recognizing that failure to abide by the contractual agreement will result in suspension.

Students attend one counseling session per week after school hours where they learn to "take charge" of their behavior. During the minimal eight week period, students are involved in individual or group activities designed to improve their self-esteem, examine their personal strengths and weaknesses, receive factual medical information about the effects of drugs and discover the underlying causes for their drug use. A student is released from the program only after he or she and a counselor have agreed the student is ready to "take charge" by remaining in school, drug free.

While it is too early to quantitatively determine if the program has reduced drug abuse, district officials believe it has returned a large percentage of kids to school who may have otherwise dropped out. Some counselors are so confident in the program's ultimate success that they are discussing the possibility of a prevention "take charge" program.

The "Take Charge" approach has a promising future apparently related to three specific program components: (1) the cooperative interagency planning efforts of educators, health officials, and law enforcement; (2) the emphasis on youths "taking charge" and accepting the consequences of their own actions; and (3) the use of existing personnel and funds to conduct the program.

CONTACT PERSON -

Byron McKinnon, Director of Guidance Services, Mesa Public Schools, 549 North Stapley Drive, Mesa, Arizona 85203

15. TITLE OF PROGRAM/PROJECT

Family Life Education Center (FLEC)

TARGET AUDIENCE

Any teenage pregnant girl in the school district who wishes to continue her education during the course of her pregnancy.

DESCRIPTION

Program Objectives

1) To provide pregnant teens with an accredited school program to continue toward graduation.
2) To provide the special needs of proper prenatal and postnatal care, child care and child development including the Lamaze classes.

3) To provide remedial and individualized instruction in academics, health and home and family living.

Referrals

Students may be referred by counselor or principal and may return to regular classes at any suitable semester break.

CONTACT PERSON -

C. Roger White, Executive Director-Secondary Education, 2720 Riverside Drive, Port Huron, Michigan 48060

16. TITLE OF PROGRAM/PROJECT

Enterprise Alternative School

TARGET AUDIENCE

8th and 9th grade students

DESCRIPTION

Enterprise is a two-year program sponsored by the Comstock and Parchment School Districts. It is designed to serve students who have had difficulties with achievement, attendance, and/or social relationships in the regular school setting. Students who have the potential to finish high school are selected for enrollment. The intent is to prepare students both academically and socially to enter the regular high school. Enterprise does not accept students who continually exhibit violent, aggressive, and/or hostile behavior.

REFERRAL AND ENROLLMENT

Students are referred by teachers or counselors. Administrators must submit a referral form stating the student's history and reasons for the referral. Forms are reviewed by the alternative school staff. Students fitting the criteria stated above are accepted. Some students are admitted on a trial basis.

Both students and parents must sign a consent form agreeing to enrollment in the program and stating that they will abide by the school's rules and policies.

Students from the Parchment and Comstock school district will receive the majority of the spots, with those from other districts being admitted on a tuition basis.

INSTRUCTION

Enterprise offers a remedial academic program, with instruction available for those who can progress at an accelerated pace. Eighth graders have classes in reading, English, math, social studies, wood shop, and physical education. Ninth grade

courses include reading, English, math, science, wood shop, and physical education. Ninth graders can earn six credits which can be applied toward high school graduation requirements. A unique feature of the shop class is that students make products that are sold to the general public. Students keep approximately half of the sale price as profit, and, hopefully, learn the basics of the free enterprise system. Additional instruction, included in course content, is done in social relationships, self-esteem, problem solving, values clarification, health education, personal money management, and similar topics.

ADDITIONAL FEATURES

Enterprise offers the following alternative education features:

1. Weekly progress reports to parents.
2. Home calls to check on absent students.
3. Close contact with juvenile court workers.
4. Small class size and frequent student-teacher interaction. (Approximate ratio 15/1.)
5. An informal atmosphere.

CONTACT PERSON -

Cam Davis, Department Head, Enterprise Alternative School, 301 N. 26th Street, Comstock, Michigan 49041

17. TITLE OF PROGRAM/PROJECT

Traverse City Junior High School Alternative Education Program

TARGET AUDIENCE

7th, 8th, and 9th Grade Students

DESCRIPTION

Design

A. This program is designed to assist students who have consistent problems succeeding in regular school through alternative methods in classroom instruction. The student can be tracked back into regular classes where possible.
B. Students must remain at least one semester and follow a defined system to leave.
C. Referrals to the program result from poor attendance, low achievement, lack of self discipline and general disruption to the educational system.
D. Once students have left the program, they must wait a semester to again be eligible and are accepted only after all others have been given a chance to enroll.

Referral

A. Counselors, principals, teachers, courts, and school psychologists may initiate procedures to enroll a

student in Alternative Education.

B. A student PROFILE is compiled by a counselor from information from the above and from school records.
C. Parent/guardian cooperation and permission is sought and is essential to placement.
D. Student is interviewed by A.E. staff and given an explanation of the program.

Instruction

A. Instruction is basically in Communication Arts, Math, History, Science and Crafts.
B. Academic credit is given as in the regular school program.
C. Students may earn their way out of the program by going through a level system, starting with a one hour elective.
D. Follow-up to a student's progress is closely monitored by their class counselor.

CONTACT PERSON -

Mr. Dennis McCarty, Traverse City Public Schools, P.O. Box 32, Traverse City, Mihcigan 49684

18. TITLE OF PROGRAM/PROJECT

In School Suspension-Clare Middle School, Clare, Michigan

TARGET AUDIENCE

Students in grades 5-8 who have committed violations of major school rules (drug abuse, serious assault, theft) also students who repeatedly violate minor school rules (tardiness)

DESCRIPTION

After the student has received due process regarding a misconduct report submitted to principal, the student is assigned to an isolated room which is monitored by a substitute teacher who is hired for a particular day as needed. No more than two students are assigned to ISS at one time.

The student's homework and classwork assignments are written down on a form which is used as a schedule by the teacher. The student works on the assignments all day in the room. They receive two restroom breaks while other students are in class and their lunch is catered to the ISS room. Talking is not permitted except to refer to a question on school work. The work is collected and examined by the teacher after being completed by the student. Completed work is handed into the office at the conclusion of the day. Major offenses have been reduced 65% since adopting. The students stay in school instead of running the streets. Probate courts have greatly supported the school when this program fails to bring about desired results.

CONTACT PERSON -

John W. Dunlop, Principal, Clare Middle School, Clare, Michigan

19. TITLE OF PROGRAM/PROJECT

"New Dawn" - Alternative School for Pregnant Teens

TARGET AUDIENCE

Any teenager who is pregnant

DESCRIPTION

Students must have a written verification of pregnancy by their doctor and be referred by a high school counselor. "New Dawn" follows the same calendar as the Lowell High School, meeting 6 hours a day, 5 days a week. A hot lunch is available. A staffed day-care provides for the infants while the mother is in class. In addition to the regular high school curriculum, teens are required to take Child Development classes, which include prenatal information. A counselor is on site one day a week and provides group activities as well as private sessions. A full kitchen acts as a lab for the nutrition classes. "New Dawn" works closely with Family Services, Planned Parenthood, Blodgett Homes and the regular high school staff. Students are allowed a two week homebound period following the birth of a baby. Every effort is made to successfully return the student back to the regular high school setting after one year.

CONTACT PERSON -

Linda Zaczek, Lowell Area Schools, 12685 Foreman Rd., Lowell, Michigan 49331

20. TITLE OF PROGRAM/PROJECT

Teacher Resource Room in the Middle School

TARGET AUDIENCE

Grade 8 students who have had considerable difficulty with grades, attendance and/or discipline.

DESCRIPTION

10-12 students are chosen based on their 6th and 7th grade records. Attendance problems are severe with this group. (Up to 1/2 of the previous 2 years). The program is self contained except for lunch and physical education. We use an individualized program that stresses the basic skills. These students receive intensive counseling (3 hours per week as a group and additional time as individuals). All students are passing, discipline problems have been substantially reduced and attendance problems have declined by at least 75%.

CONTACT PERSON -

Louis J. Seman, Principal, Three Rivers Middle School, Three Rivers, Michigan 49093 273-1115, ext. 250

21. TITLE OF PROGRAM/PROJECT

Lansing School District Re-Entry

TARGET AUDIENCE

Middle school students - Grades 6, 7, and 8

DESCRIPTION

Design

A. The program is set up to meet the needs of students who have been unable to succeed in the traditional middle school for such reasons as: truancy/poor attendance, low achievement, lack of self-discipline and behavioral problems.
B. The program serves students from the ages of 11 to 14. The program mainstreams Special Education students into the regular classes.

Referrals

A. Students can be referred to the middle school alternative programs from the following sources: primarily assistant principals and counselors, occasionally caseworkers and probation officers with the Department of Social Services and Probate Court and also personnel in Student Services.
B. The process of admittance is initiated by Student Services personnel and by the assistant principal or counselor from the sending school. The student will be referred to the middle school alternative site where an interview with the instructor, the parent and the student will be conducted for admittance.

Instruction

A. Instruction is based upon curriculum requirements established by the Lansing School District for middle school.
B. Curriculum is primarily based on remediation in math and English.
C. Regular attendance is critical to a student succeeding in the program.

CONTACT PERSON -

Charles Phillips, Coordinator, Alternative Education Program, 1030 South Holmes St., Lansing, Michigan 48912

22. TITLE OF PROGRAM/PROJECT

Middle School Development Centers

TARGET AUDIENCE

Middle School students, 12 through 16 years of age, who are not enrolled in Special Education classes.

DESCRIPTION

Design

A. This program is designed to rehabilitate overtly hostile and severely maladjusted students.
B. This program is designed to provide students with the social, academic and coping skills that will enable them to perform successfully when they return to the regular school setting.

Referral & Selection

A. Students are recommended for placement by their school principals.
B. The selection process is initiated through an official referral form which must be accompanied by a parental approval form.
C. Students who are selected must meet established academic, attendance and behavioral criteria.
D. Candidates for Special Education will not be considered for this program.

Instruction

A. Instruction in the basic subjects of the middle school curriculum is supplemented by elective course offerings.
B. Emphasis is placed upon the use of instructional strategies which help to modify behaviors and remediate academic skills.

CONTACT PERSON - Dr. Lewis Ellis, Assistant Superintendent, Office of Pupil Personnel Services, Detroit Public Schools, 604 Schools Center Building, 5057 Woodward Avenue, Detroit, Michigan 48202

23. TITLE OF PROGRAM/PROJECT

Alternative High School Preparatory Program

TARGET AUDIENCE

Middle School/Junior High School Students

DESCRIPTION

Design

A. This program is set up to assist students before they drop out of school.
B. The program is designed for the students who are not able to succeed in the general school population for such reasons as: poor attendance, low achievement, lack of self discipline, loss of credits, etc. However, it is not designed for certain students, i.e.:

1. Exceptional Education/Special Education students;
2. Students with extreme disciplinary problems.

Referral

A. Students overage for the 8th grade are eligible.
B. Referrals can be made by school personnel or community agencies.

Instruction

A. Instruction is based on basic skills instruction.
B. Students can receive high school credit for successfully completing the program.
C. Students can enroll in vocational courses for part of of the day.

CONTACT PERSON -

Dr. Harold E. Zirbel

24. **TITLE OF PROGRAM/PROJECT**

VOICE - Vestaburg Opportunities in Challenging Education

TARGET AUDIENCE

Junior High Students

DESCRIPTION

Design

A. To increase the success rate for students who have failed 7th or 8th grade once or twice.
B. Counteract the dropout rate which increases at 16.
C. Serve 13-15 year olds.
D. Instill proper study habits.
E. Instill proper behavior (behavior modification).
F. Individualized education.
G. Maximum of 15 per class.

Eligibility

A. Must be 13-15 years of age as of September 1 of the year in which enrollment takes place.
B. Must have approval of VOICE screening committee (Committee: Probate Court, H.S. Counselor, School Social Worker, H.S. Principal, and C.E. Director) and Parent or Guardian.
C. A needs assessment must be submitted by Middle School Principal to the Community Education Director prior to entry.
D. Student and Parents must sign contract for agreement for enrollment.

Instruction

A. Instruction includes English, math, science, geography, physical education, art, and life skills.
B. Course content is based on the needs of the individual

student.
C. Screening Committee can request reevaluation near second semester to see if student should return to traditional school.
D. Students are required to make up class time and class work for the third and fourth absences incurred in a 3 week period.
E. Report cards are given every 3 weeks.
F. Students are accepted only at beginning of semester.

Staff
A. Principal
B. Teacher (for each 15 students)
C. Aide (for each 15 students)
D. Secretary

CONTACT PERSON -

Mrs. Linda K. Pearl, Community Education Director, Vestaburg Community Schools, Avenue B., Vestaburg, Michigan 48891 (517)268-5246

25. TITLE OF PROGRAM/PROJECT

District 54's Truant Alternative Program (TAP)

TARGET AUDIENCE

Elementary and Junior High School Students

DESCRIPTION

Design
TAP is designed to provide prevention, diagnostic, and intervention services to potential truants, chronic truants and their families. Its main goal is to assist schools with early identification and prevention services. Support and intervention is available to the student, family, classroom teacher, and school.

Referral
Students are referred by the principal or a member of the child study team. At least one of the following criteria must be met:
A. Student has unexceptable or questionable attendance patterns.
B. Student has excessive tardies.
C. Parent requests assistance in enforcing school attendance.
D. Student is diagnosed as school phobic/school refusal.
E. Student exhibits panic reactions related to school attendance.
F. Student is assessed as having delinquent/pre-delinquent behaviors.

Services

A. TAP will assist each building in implementing the following services:
   1. Developing a Positive Attendance Program (i.e. awards, recognition assemblies, etc.).
   2. Individual/.mall group therapy, positive peer counseling.
   3. Developing an Individual Attendance Plan.
   4. Offering Parent Problem Solving Support Groups.
   5. Assisting parents who request help in getting their child to attend school.

B. Academic Tutoring
   1. Before or after school tutoring sessions are offered to referred students.

C. Voluntary Family Therapy
   1. TAP will pay for five family counseling sessions at a local community counseling center.

CONTACT PERSON -

Mr. Edward F. Rafferty, Truancy Alternative Program Specialist, School District 54, 524 E. Schaumburg Road, Schaumburg, Illinois 60194 (312)885-6749

26. TITLE OF PROGRAM/PROJECT

Flint Adolescent Health Center

TARGET AUDIENCE

Students between the ages of 12 and 19 in Genesee County

DESCRIPTION

Located on the grounds of Flint Northwestern Community High School, The Adolescent Health Center provides free medical services to Flint-area youth. Services include medical diagnosis and treatment, lab tests, sports physicals, counseling services and health education programs. Staffing includes a full-time nurse practitioner, a full-time medical technician, a half-time medical social worker. Medical treatments and protocols are provided by a pediatrician and an obstetrician/gynecologist.

Prescriptions for birth control devices are written on-site. Parental consent is required.

A unique funding partnership underwrites the Center's operation. Partners include the Flint Community Schools, Hurley Medical Center, the Flint Health Foundation, the Genesee County Department of Public Health, and the C.S. Mott Children's Health Center.

CONTACT PERSON -

Stevan V. Nikoloff, Research Services-Flint Community Schools, 923 E. Kearsley St., Flint, Michigan 48502

27. TITLE OF PROGRAM/PROJECT

Flint Schools of Choice

TARGET AUDIENCE

Junior and Senior High Students (Grades 7-12)

DESCRIPTION

An alternative education program designed to reach students who experience difficulty in a traditional school setting. The Flint Schools of Choice is actually three schools within a school: Alternative High School for the 10th-12th grades, Alternative Junior High School for 7th-9th, and Continuation School for pregnant girls of junior and senior high age.

A contract method of instruction is used at the Alternative High School. All Flint high school students are eligible to enroll and promotion and graduation requirements meet district standards.

Students with behavior and attendance problems are referred to the Alternative Junior High School and receive comprehensive counseling services in addition to uniquely tailored academic course work.

The Continuation School provides programs and services for girls who want to continue their education during pregnancy. In addition to regular courses, there is instruction in prenatal care, preparation for labor and delivery, nutrition and child care. An on-site nursery provides infant care while mothers attend their classes.

CONTACT PERSON -

Edward Thorne, Principal, Flint Schools of Choice, 517 Fifth Avenue, Flint, Michigan 48502 (313)762-1390

28. TITLE OF PROGRAM/PROJECT

In-School Suspension Program - Warren Consolidated Schools

TARGET AUDIENCE

Junior High School Students (Grades 7-9) Senior High School Students (Grades 10-12)

DESCRIPTION

The In-School Suspension Program provides an alternative to the out-of-school suspension for administrators suspending students who have violated school policies.

One of the purposes of the program is to provide a more effective form of discipline. Instead of being sent home for a sus-

pension, the student remains in school but completely isolated from the student body in a structured environment.

The length of the suspension may vary from 1 to 10 days depending on the severity of the offense. During the student's confinement in the suspension room, class assignments and testing continue. The student is required to complete all assigned work and adhere to the strict regulations of the In-School Suspension Program.

Classroom teachers receive notification of the student's suspension and the request for assignments. Completed homework and tests are returned to the classroom teachers who then determine the grades for the completed work.

While in the program the students are expected to improve attitude, to modify behavior, to complete academic work, to strive for academic success and to cope with life in a socially acceptable manner.

The In-School Suspension Program serves the total secondary population of Warren Consolidated Schools. The program is housed in two junior high school facilities and in one senior high school facility.

The student's parents are responsible for transportation to the appropriate In-School Suspension facility.

While in the In-School Suspension Program:
- -Students are on a staggered schedule
- -They are expected to arrive on time
- -They are expected to leave the building and grounds immediately upon dismissal
- -No formal lunch period is provided but the student may bring a sack lunch
- -Students are not to talk to anyone except the teacher
- -Absences from school do not count as assigned days in the program
- -Student misbehavior will result in additional assigned days or exclusion from school

Upon completion of the In-School Suspension Program, the student returns to his regular class schedule.

CONTACT PERSON -

Joyce E. Berry, Alternative Education Specialist, Warren Consolidated Schools, Sterling Heights High School, 12901 Fifteen Mile Rd., Sterling Heights, Michigan 48077 (313)939-5900 ext. 65

29. TITLE OF PROGRAM/PROJECT

Oakridge Educational Center

TARGET AUDIENCE

Students 13 years and older. Junior and Senior High School

DESCRIPTION

Purpose

A. To provide an alternative to the general education programs
B. To provide placement for students involved with the court
C. To act as an intermediate step between school and residential treatment
D. To provide students an atmosphere of social as well as academic potential
E. To give students a second chance at education in a different environment.

Oakridge is not a special education program, however, if a special education candidate meets the requirements for admission they may be accepted. Referrals come through various agencies ranked in order of importance.

1. Juvenile Court, Police Department
2. Department of Social Services
3. Local school districts
4. Parents or guardians
5. Students themselves

Our main objective is to deal with problem children, but we will accept students on diversion programs as well.

CONTACT PERSON -

William Casselman, coordinator, Oakridge Educational Center, 350 Parkdale Avenue, Manistee, Michigan 49660 (616)723-4981

30. TITLE OF PROGRAM/PROJECT

Detroit Free Press Educational Services Newspaper-In-Education Program

TARGET AUDIENCE

Junior and Senior high school alternative education programs

DESCRIPTION

Each year the Detroit Free Press Educational Services Department sends thousands of 1/2 priced newspapers along with free teacher lesson plans which include especially designed student activities and worksheets to alternative education sites in Michigan. The newspaper is used as an instructional tool in alternative programs where English, law-related education, math, consumer education, business, science, and social studies are taught for credit on the high school level. In addition to pro-

viding newspapers and teaching materials to teachers throughout the state, the Free Press also makes available teacher guides and student scripts to accompany the CBS Television Reading Program. Teachers may also make use of a variety of films, film strips, and other audio-visual materials designed for classroom use. Teachers who use the newspaper find that students relate what they are studying in the classroom to what they discover is happening in the world outside their classroom as they become better informed. Teachers have discovered that the newspaper can motivate students as no other education material or textbook can.

CONTACT PERSON -

John Houghton, Alternative Education Program c/o Detroit Free Press Educational Service Dept., 321 W. Lafayette Blvd., Detroit, MI 48231

31. TITLE OF PROGRAM/PROJECT

Jackson Alternative School

TARGET AUDIENCE

Students in grades 7-12 who have not been successful in the traditional schools

DESCRIPTION

The program includes students who have the following problems:

a. Learning problems (E.I., L.D., E.M.I.)
b. Behavior problems
c. Family problems
d. Substance abuse problems
e. Chronic truants
f. Adjudicated juveniles
g. Girls who are pregnant
h. Teenage mothers

Enrollment procedure:

1. Students may be referred by the other schools, agencies parents or selves.
2. Following steps must be adhered to:
   a. Initial conference with principal
   b. Completion of Application
   c. Interview with Social Worker (including parent or guardian)
   d. Review by Screen Committee
   e. If accepted, two-stage orientation procedure

Program Features

1. Basic Curriculum: English, math, science, art, social studies, physical education
2. Credits toward high school diploma earned
3. Highly individualized instruction
4. Personal counseling services available

5. Unique level system based on:
   a. Attendance
      -regular attendance required to earn rewards
   b. Learning
      -3 R's very important
      -report cards every 2 weeks
      -students graded on the basis of ability and effort
      -only A, B, and C grades given - students doing less than C work receive an N (no credit)
   c. Behavior
      -being REASONABLE
      -being RESPECTABLE
      -accepting RESPONSIBILITY for self!

Performance in the above areas determines placement of each student; levels range from 0-5; tangible rewards offered for those who make good choices and are on high levels; negative consequences for those who make bad choices

6. Nursery and Day Care services are available for teenage mothers.

We offer a flexible but highly structured program with very clear expectations that are implemented in a very warm and caring atmosphere.

CONTACT PERSON -

Don Tassie, Principal, Jackson Alternative School, 776 Park Road, Jackson, Michigan 49203

32. TITLE OF PROGRAM/PROJECT

Attendance Review Board (ARB) of the Metropolitan Public Schools And Nashville-Davidson County Juvenile Court

TARGET AUDIENCE

Students with serious school attendance problems

DESCRIPTION

The Attendance Review Board (ARB) was established in 1983 by the Department of Pupil Personnel Services in collaboration with Juvenile Court and the Juvenile Justice Coalition for the purpose of assisting students with severe attendance problems. Utilizing a social services philosophy, the ARB emphasizes community ownership and collective attention to pupil attendance problems and presently consists of representatives from the attendance, psychology and social work divisions of the Public Schools, three community mental health agencies, the Department of Human Services, juvenile court, the police department, a runaway shelter, three chemical abuse treatment centers, three counseling agencies, the Metropolitan Children's Home and an urban clinic providing health care for the homeless.

The ARB (with six presiding members) meets for approximately six hours each week at Juvenile Court to hear six individual

cases selected by the Coordinator of the Division of School Social Work and Attendance. The cases selected for review include those where the local school staff and referring attendance worker have exhausted available resources in attempting to find a solution to a student's truancy. ARB conferences include the student and his/her parents and/or advocate and are conducted in a spirit of cooperation with the objective of developing a constructive plan of action for solving the existing attendance problem. Placement in an alternative home and/or educational program is often the result of the plan devised and community representatives assist school personnel in implementing ARB recommendations.

Since the beginning of the 1983-84 school year, the ARB has reviewed around 230 cases with approximately 54% resulting in the student successfully returning to school with satisfactory attendance; 9% have been placed in alternative residential and/or alternative day programs; another 9% were granted waivers of attendance for purposes of enrollment into a G.E.D. program and/or job placement; 5% were referred to the judicial system and 15% demonstrated no improvement in attendnace. Approximately 3% of the remaining students were lacking sufficient followup data at this time to accurately place them in any of the above categories while another 3% have moved out of the Metropolitan Nashville area.

CONTACT PERSON -

Maurice McDonald, Coordinator, Attendance and Social Work Division, Metropolitan Nashville-Davidson County Public Schools, 2601 Bransford Avenue, Nashville, Tennessee 37204

33. TITLE OF PROGRAM/PROJECT

Ninth Grade Block and Tenth Grade Block Programs-Southfield-Lathrup High School, Southfield Public Schools

TARGET AUDIENCE

High School Students

DESCRIPTION

The Student

The students selected for the Block programs read at least two grades below level and have a history of learning difficulties and academic failure. They are prime candidates for dropping out of school. However, they are students who still display a certain willingness to learn. The program does not take students who have a history of severe attendance or discipline problems.

The Program

The objectives of the program are: 1) to improve the students' reading, math, and study skills; 2) to integrate reading and study skills into the teaching of science, math, and English; 3) to oversee the students' entire high school program and to provide support where necessary.

The program is a general education program, using a coordinated teaching approach with a curriculum designed for students who read below grade level. The content areas in the Block are science, math, and English. The reading clinician works with the science, math and English teachers to insure that the necessary reading skills are reinforced in each content area. In addition, the reading clinician diagnoses reading deficiencies and designs individual programs to meet student needs. The program's instructors all have high behavioral and academic expectations for their students. An important aspect of the program is the consistency of expectations throughout the program.

The program is funded through the individual department budgets and has access to all of the facilities of the individual department including the reading labs, the science labs, and computer center. In addition, the program uses the resources of the counseling and career centers, the school social worker, the school psychologist, and the district vocational education coordinator.

Several studies over the years underscore the program's success in meeting its goals. Examples: 78% of the students achieved Category 4 status on the MEAP Reading Test in 1985, approximately 50% of Block students seek and receive SEOVEC placements each year, and students average a gain of 2.0 grade levels in comprehension each year in the program. Finally, a study of the 1984 graduation class revealed that of 30 students enrolled in the 1981 Tenth Grade Block, 2 students moved to other districts, 1 student graduated a semester late, and the other 27 students graduated on time.

CONTACT PERSON -

Jan Duggan/Margaret Ross - Southfield/Lathrup High School, 19301 W. Twelve Mile Road, Lathrup Village, Michigan 48076

34. TITLE OF PROGRAM/PROJECT

Promising Ideas in Alternative Education

TARGET AUDIENCE

Youths unable to cope with the traditional education programs or progress in its competitive environment for reasons such as poor attendance, lack of motivation, low academic achievement, and low self image.

DESCRIPTION

Each student shall show continued development in the areas of basic skills (these areas are termed core areas in this program); they are: reading, basic English skills, mathematics, and social studies focusing on community awareness. Each student shall show a continued development of a more positive attitude toward school, parents, peers, and the community. Each student shall show the development of an improved self-concept. Each student shall show a development of self-awareness and self-realization within the community. Each student shall also work toward those goals set up in his/her individual Student-School Contract. Each student will work through a competency based approach to develop the knowledge and talents necessary to insure a fitness for survival and the means to meet his/her needs in a rapidly changing world.

Referral

Students may be referred by the following: school, parent, court, self. Referrals are made to the Alternative One Screening Committee. The purpose of the committee is to review all client candidates for the program. Decide as to the profitability of the program for the client. Decide to renew or deny the client-school contract for another semester. Set goals for the client's program.

CONTACT PERSON -

Paula M. Jorge, Administrator, Alternative One Leiphart School, 2279 N. Jefferson, Midland, Michigan 48640 (517)835-9801

35. TITLE OF PROGRAM/PROJECT

Calhoun Intermediate School District

TARGET AUDIENCE

Twenty-four male and female youths, ages 14-17, from the local school districts of Albion, Homer, and Marshall

DESCRIPTION

The program is a cooperative effort of the Starr Commonwealth Schools (administrative agent), the Calhoun Intermediate School District (fiscal agent), the local school districts of Albion, Homer, and Marshall (referral sources), the Calhoun County Community Mental Health Board and the Calhoun County Probate Court, Juvenile Division.

The program operates on the typical nine month, 180 instructional day academic calendar with social work services provided year round.

Staff consists of two social workers and two special education teachers. All are trained in the "Psycho-Educational" Model

and have equal, though different, responsibilities for the growth of the youth.

The major issues focused on are behavior remediation, attitude and values reorientation, family intervention, academic remediation, and career development skills.

The "Psycho-Education" Model provides the context for all work. This is a dynamic, holistic approach emphasizing total life education. The work occurs within a person's life space and includes a variety of living/learning environments. The emphasis is on a person's potential for normal behavior and development. Relationships are of primary importance.

Remediation and reorientation efforts are guided by growth plans addressing the needs of the individual youth and his/her family.

The methodologies used in operationalizing the program include: group process and counseling, individual and family counseling, home, school and community liaison services, diagnostic/prescriptive teaching, exposure to and involvement in creative arts and therapeutic recreation, service learning projects, and follow-up services.

The group process and counseling and diagnostic/prescriptive teaching components are the underlying methodologies. Group process and counseling has its roots in Positive Peer Culture and Guided Group Interaction. It stresses assuming responsibilities for one's actions, developing and maintaining a high level of concern for and consideration of others, and views problems as normal opportunities for growth.

The diagnostic/prescriptive teaching model has four components: (1) Diagnosis - the assessment of current levels of educational performance; (2) Prescription - an individualized "blueprint" for action; (3) Implementation - the operationalization of the plan on a daily basis; and (4) Evaluation - a continuous process of monitoring and updating the plan.

The general curriculum is organized into six components: life management skills, basic academic skills (language arts, math, science, and social studies), career awareness, employability skills, positive work habits, and saleable occupational skills.

Program evaluation is being conducted. At the time of publication insufficient data was available due to the newness of the program.

CONTACT PERSON -

Greg D. Peters, ACSW, Dir., The Starr Commonwealth Schools, 13725 Starr Commonwealth Road, Albion, Michigan 49224 (517)629-5593 and Roger T. LaBonte, Ed.D., Calhoun Intermediate School, 17111 G. Drive North, Marshall, Michigan 49068

-30-

36. TITLE OF PROGRAM/PROJECT

Algonac Community Learning Center

TARGET AUDIENCE

Secondary age school students that are not able to function in a traditional school

DESCRIPTION

Design

A. The Algonac Community Learning Center provides comprehensive educational and recreational services to the communities of Southern St. Clair County. The service area includes the school districts of Algonac, East China and Marysville.

Referral

A. All students under 18 years of age must be formally referred by a school system.
B. A student must be at least 16 years of age.
C. Students must voluntarily accept referral to the Algonac Community Learning Center, with parental consent.
D. 1. The Algonac Learning Center enrollment is deferred two weeks from conventional schools' start dates in an effort to allow school districts to make student referrals.
   2. School districts are encouraged to refer their students before October 1st for involvement in the first semester of the Alternative Program.
E. A pre-admission conference with the student, parents and Learning Center Director is required to determine if the Alternative Education Program is the proper placement
F. Pregnant teenage girls are admitted into the program upon request by the school district.
G. Transportation is provided by the local school districts. The Alternative Education student is required to use school bus transportation.

Instruction

A. The Learning Center's philosophy is to provide individualized educational and flexible non-traditional approaches to learning for the Alternative student and adult student alike.
B. During the intake process the Slosson Oral Reading Test and Wide Range Math Aptitude Test are administered and scored to determine the grade level of each individual, so that appropriate materials can be available.
C. High School subjects are taught that will lead to a diploma.
D. Teachers are certified; but more importantly, are selected for their quality of caring empatny and their ability to challenge the Alternative student.
E. Administrative staff are selected from proper certification, past experience in Adult Education, and their vision of community.

Additional Conditions that Enhance the Learning Center are:

A. school bus transportation,
B. comprehensive child care,
C. in-house group and individualized counseling are provided by the County Human Service Agencies,
D. services of a substance abuse prevention person, and
E. grant programs subsidized by JTPA for the youth.

CONTACT PERSON -

Ida Basinski, Algonac Community Schools, 1216 St. Clair Blvd., Algonac, Michigan 48001 (313)765-3535

37. TITLE OF PROGRAM/PROJECT

Kearsley Alternative Educational Program

TARGET AUDIENCE

Anyone 14 years of age up to age 18 who are not attending regular day classes.

DESCRIPTION

Design

A. The Alternative Education program is basically an attempt to try something different to increase the chances that school will be relatively stable, orderly, humane, and a satisfying place to spend the day.
B. The program is designed for young people who are unsuccessful - academically or socially - in the public school system and hopefully to aid the student achieve a successful re-entry into the public school system.

Referral

A. Students may be referred to the program screening committee by a teacher, counselor, principal, or attendance office.
B. The committee accepts or declines the student's application after an interview with the program director, the student, and his/her parent or guardian.

Instruction

A. Classes consist of two 17 week semesters.
B. All classes are governed course outlines.
C. All students may take classes in math, English, history, and science with some electives being offered.

CONTACT PERSON -

Mr. Terry Dawson, Kearsley School District, 5340 N. Genesse Road, Flint, Michigan 48506

38. TITLE OF PROGRAM/PROJECT

Alternative Education and Continuing Education for Young Parents

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

Design

A. The program is designed to work with those students who are performing well below their capacity academically and/or socially
B. The program's major intent is to provide an alternative approach to education and to hopefully prevent the student from dropping out of school
C. One component is the program for pregnant teenagers. Designed primarily for the pregnant girl, provision is also made for the father when possible and practical

Referral

A. Referred by teachers, social and protective services, juvenile court, school administrators, parents, friends, or self referral
B. Team Services Committee reviews referrals at team service meeting. Team is composed of high school counselors, administrators, school social worker, psychologist, and special education coordinator. Placement decision based on all available information, including past and present school history and on interview with student and parent(s)

Instruction

A. Basic Instruction (Individualized) in reading, math (fundamentals, business, consumer and career), English, social studies
B. Social Skills
C. Health/Careers
D. Teens and Law
E. Counseling
F. Instruction for pregnant girls in personal health, nutrition, prenatal care, child care, parenting skills, life role competencies

CONTACT PERSON -

Alma Accorso, L.C. Mohr High School, 600 Elkenburg, South Haven, Michigan 49090

39. TITLE OF PROGRAM/PROJECT

Computer-Based Attendance Monitoring System

TARGET AUDIENCE

High School Students

DESCRIPTION

Each Flint senior high school has a computer based student attendance monitoring system. What used to take hours of staff time is now accomplished in just minutes, e.g.,

1. Absence Reports - for daily distribution to teachers.
2. Attendance Chart (cumulative) - a profile of daily attendance figures including percentages of students absent by grade.
3. Attendance Graph (cumulative) - a graphic representation of the statistical data.
4. Student's Attendance Record - the operator simply enters the student's number and the student's record appears on the monitor and/or printer.
5. Attendance Letter - when a student accumulates five absences in any combination of classes, and again each time the number of absences increases by at least five, the program will print letters to parents giving the total numbers of absences and the dates. The student's address is printed on the letter which is ready for folding and inserting into a window envelope thus making hand addressing unnecessary.

Each program option (check-in lists, check-out lists, etc.) prompts the operator during each step of the process.

CONTACT PERSON -

Stevan V. Nikoloff, Research Services - Flint Community Schools, 923 E. Kearsley St., Flint, Michigan 48502 (313)762-1884

40. TITLE OF PROGRAM/PROJECT

Altra School

TARGET AUDIENCE

Secondary school students who have been unsuccessful in previous school experiences for a variety of reasons.

DESCRIPTION

Since most students enrolling in the Altra School have experienced difficulties that are primarily attitudinal and behavorial in nature, the curriculum employs a variety of strategies to eliminate personality traits that are self-defeating. An attempt is made to improve self-perceptions of the students and their feeling toward the educational process.

Much of the academic work is remedial and our goal is to improve the basics to a level that will allow students to return to the regular high school program with envisioned success.

Important Features -

1. Entrance by application after consultation with high school counselor.
2. Academic credit awarded by clock hours spent in course work. (1/2 credit for 90 hours) Hours carry over.
3. Specialized classes may be taken at other high schools.
4. Students can graduate from the Altra School.

CONTACT PERSON -

Principal, Altra School, 4824 Lois, Dearborn, Michigan 48126

41. TITLE OF PROGRAM/PROJECT

Teen-Age Parenting

TARGET AUDIENCE

Secondary Students

DESCRIPTION

Design

A. This program services pregnant teen-age girls ages 12-18. Fathers of babies are also welcome to enroll.
B. Girls may remain in the program for one year and then are encouraged to return to their school.
C. The goal of the program is to maintain educational success by assisting with child care and transportation.

Referral

A. Students are referred to Teen-Age Parenting by high school counselors, parents, doctors, health department, or self-referral.
B. Entrance is open every nine weeks.
C. A current maximum is 30 students.
D. The second tri-mester of pregnancy is the recommended entrance time for the student. This is done to prolong the student's participation in the K-12 program, to improve the student's skills in parenting in her final months before the baby is born, and in her first crucial months with her baby if she elects to keep the child.

Instruction

A. Classes are created to meet area high school graduation requirements.
B. Classes are offered in English, life skills, social studies, math, communications, U.S. History, government, pre-natal education, post-natal education, art, physical education.
C. Teaching strategies feature individualization, small group discussion and hands on activities which appear to

be most successful with this population.

D. Attendance is based on 80% guidelines and students' success is based on attendance and performance.
E. A nursery is provided for the babies and the nursery also serves as a lab for testing post-natal concepts and observations.
F. Counseling is provided on a regular basis.
G. Community agencies such as Ottawa County Health Dept., Child & Family Services, and D.S.S. 0-5, present specialized units on an ongoing basis. These and other agencies serve in an advisory capactiy.

CONTACT PERSON -

Jan Dalman, Coordinator of Credit Programs, Holland-West Ottawa-Saugatuck Community Education, 96 W. 15th St., Holland, Michigan 49423

42. TITLE OF PROGRAM/PROJECT

School-Age Parent Program

TARGET AUDIENCE

Pregnant Teens, Teen-Age Mothers and Teen-Age Fathers

DESCRIPTION

The School-Age Parent Program provides continuing education for school-age parents during and after pregnancy.

The School-Age Parent Program addresses the special needs of pregnant teens and young parents. In addition to academic and parent education classes, a registered nurse provides information on prenatal care and child development.

Services to participants in the School-Age Parent Program: academic and job counseling, referral of students to community agencies for help with individual problems, helping students explore alternatives and learn decision-making skills.

CONTACT PERSON -

Ann Anderson, Director, Howell Community Education, 1400 W. Grand River, Howell, Michigan 48843, (517) 546-6200 Ext. 230

43. TITLE OF PROGRAM/PROJECT

Alternative Choices in Education (A.C.E.)

TARGET AUDIENCE

Secondary School Students, 16-22 years old, non-high school graduates from the surrounding districts.

DESCRIPTION

A.C.E. is a structured secondary co-educational day school. It is available to the youth in the Gratiot and Isabella county areas. The program is designed for the training and development of students who have experienced conflicts in a previous school setting.

The program addresses the needs of young people in such areas as: underachievement, teenage parenthood, substance abuse, severe authority conflicts, lack of interest in school, anti-social or delinquent behaviors, and school alienation.

A.C.E. provides the guidance and direction for problem solving. It is not for punishment. It is a positive alternative to continued failure in the regular school system.

Traditional academic areas of instruction include English, reading, mathematics, social studies, and communication skills (listening, speaking, and writing). Students are provided options for electives in art, physical education, journalism, home economics, and community service activities.

Formal and informal class sessions, along with individual and group projects foster career development. Students are required to participate with an in-school work experience and may elect to take an additional class in career planning.

Personal growth is enhanced through a peer interactive process designed to help students gain positive values and attitudes in helping, caring, and responsibility.

CONTACT PERSON -

Mrs. Jan Gooding, Principal of A.C.E., Alma Public Schools, 1500 Pine Avenue, Alma, Michigan 48801 (517)463-4108

44. TITLE OF PROGRAM/PROJECT

Alternative Education Program

TARGET AUDIENCE

8th-12th Graders, disaffected regular and handicapped students unable to function properly in traditional regular or special education classes.

DESCRIPTION

Design

A. Program set-up to assist students who because of academic and social/emotional programs cannot successfully handle more traditional classroom settings and requirements.
B. Alternative Program has four components: 1) In-school suspension (1 hour to 4 days), 2) Time-out (5 to 10 days), 3) Expulsion (In-school) (6 weeks - indefinite),

4) Alternate School (Regular and special education as decided by M-team).

Referral
From teachers, parents, counselors, principals, school psychologist to M-team.

Philosophy: Concerning organization, instruction, learning
A. Program of study designed to help students achieve success relative to individual needs.
B. Attention given to activities designed to develop positive feelings.
C. Academic emphasis on language arts (communication) and math skills.

CONTACT PERSON -

J. Michael Carrig, Director Pupil Personnel Services, Alcoa City Schools, Faraday Street, Alcoa, Tennessee 37701

45. TITLE OF PROGRAM/PROJECT

"C.O.P.E." Youth Educational and Vocational Services

TARGET AUDIENCE

Any youth in Washtenaw County by referral from the Juvenile Court, school districts or social service agencies

DESCRIPTION

Ann Arbor COPE Center:

An individualized alternative educational program for youth ages 13-17 demonstrating academic deficiencies and problematic behavior. Provides tutorial instruction in the required secondary school subjects and some elective courses. Services include negotiation of a joint school program which will increase the probability of the youth's success, individual instructional programming based on the youth's functional level, advocacy and assessment services, G.E.D. preparation, pre-employment training, and career exploration programs.

Ypsilanti COPE Center:

For economically disadvantaged youth ages 16-21, vocational education services are offered including job counseling, employability skills training, occupational hands-on instruction in the fields of health care, retail sales, fast food industry, child care, custodial and clerical services, and job search. Referral and placement is also offered.

CONTACT PERSON -

Evy Eugene Mavrellis, Executive Director, COPE - Center for Occupational and Personalized Education, Inc., 2260 Platt Road,

Ann Arbor, Michigan 48104 (313)971-7870 and 1625 Holmes, Ypsilanti, Michigan 48197 (313)482-5853

46. TITLE OF PROGRAM/PROJECT

Port Huron Alternative Learning Center

TARGET AUDIENCE

12-17 year old disenchanted youths who have failed to function in the normal school setting.

DESCRIPTION

The Port Huron Alternative Learning Center is a school for disenchanted youths who cannot function in the traditional school setting for reasons of truancy, misconduct, substance abuse or similar problems. Our purpose is to provide students with the opportunity to continue their education while attempting to modify their unacceptable behavior. The ultimate goal of both staff and students is to return the students to their homebase school and have them function successfully.

Students are referred for admission to P.H.A.L.C. by their home-base schools. Once approved the students are tested and enrolled in classes at which they are taught on an individual basis. The subjects offered are equivalent to courses taught in the school districts' intermediate and high schools. Students are evaluated every six weeks by a PASS/FAIL grading system. Course credits are issued each semester and can be applied toward a high school diploma.

Port Huron Alternative Learning Center has grown from a part-time program of sixty students and three staff to a full-time program with over 200 students staffed by twenty certified and service personnel. The 1985-86 school year is our eighth year of operation and we attribute our continued growth and success to the philosophy that all students do not learn at the same time nor in the same way.

CONTACT PERSON -

Mr. Joseph P. Martindale, Port Huron Area School District, 3001 Electric Avenue, Port Huron, MI 48060

47. TITLE OF PROGRAM/PROJECT

Alternative Education Program

TARGET AUDIENCE

Junior and Senior High School students (ages 14-18)

DESCRIPTION

The Alternative Education Program is the result of the combined efforts of the Albion Public Schools, Marshall Public Schools, Homer Public Schools, Starr Commonwealth For Boys, JTPA, Calhoun County Mental Health Department, Calhoun County Juvenile Authorities and the Calhoun Intermediate School District.

Housed at Starr Commonwealth (Albion), the program services 24 students from 3 school districts. It is aimed at assisting those students who cannot succeed in a regular day-school program due to poor attendance, poor behavior, or lack of self-discipline. Students are referred to the program from the home school and placed on a semester basis. Students are able to earn credit in Math, English, Social Studies, and Science. In addition to this classwork, time and effort is placed on career development as well as human relations skills. Students are exposed to individual counseling sessions as well as group dynamics and peer culture programs.

CONTACT PERSON -

Michael Witucki, Principal, Albion High School, Albion, MI 49224

48. TITLE OF PROGRAM/PROJECT

F.O.R.C.E. (Force Offers Respect, Care & Equality)

TARGET AUDIENCE

Students disaffected by the traditional high school (9-12) program.

DESCRIPTION

The F.O.R.C.E. program involves two teachers and 30 students for four class periods each morning. Credits can be earned in English, Math, Science, Communications, History and Social Studies. A total of four credits can be earned during the school year. Other subjects for credit are considered. Courses and programs will be tailored to the students' wants and needs, with offerings rotating every six weeks.

Students are helped and encouraged to do the best they can, yet the student is responsible for his own success within the program. Students will be involved daily in Family, a group experience designed to encourage students and staff to help one another resolve personal, academic, and intrapersonal conflicts. The program stresses positive behavior and growth of the individual's sense of self worth.

For unity and ease of scheduling, all F.O.R.C.E. classes meet in two adjoining portable classrooms. Learning, whenever possible, involves first-hand experiences. These experiences require leaving the building for such activities as in-field

science activities, interviewing, tutoring, and planned Family activities. Field trips and off campus experiences have included trips to Frankenmuth, a trip to the theater, and Saginaw Valley State College, down hill skiing, and canoe trip on the AuSable River.

CONTACT PERSON -

Jan Keith Farmer or Sherry Parker, F.O.R.C.E., 960 S. M-33, West Branch, MI 48661

49. TITLE OF PROGRAM/PROJECT

Decatur City Schools Alternative Program-Crossroads Center

TARGET AUDIENCE

Junior/Senior High Students

DESCRIPTION

Crossroads Center is an alternative education program for those who have major problems with regular school attendance, those who have continuous behavioral problems in the classroom or on their regular school campus, on rare occasions, those who the juvenile court judges feel can be helped by a behavioral management and counseling program, those who have referred to juvenile court and may be helped without having to go to trial, those who need extra help while they are on probation, and those who have emotional, drug, alcohol, or other problems and need help in overcoming their problems.

The basic idea of this program is to help students learn new ways of handling situations to replace the old behaviors that caused them to be referred to Crossroads. They learn new behaviors which help them cope with the pressures of home, school, and community.

Any teacher may refer a student to be considered for the program. The selection committee, composed of representatives from the middle and high schools, attendance supervisors, and juvenile court and social workers, meets monthly to approve enrollments in Crossroads.

Pupils get a fresh start at the Crossroads Center. They attend school five days a week where they study and have their behvaior monitored continuously. Twice a day they received behvaior rewards or consequences for their good and bad actions. Also, much time is spent learning the basic skills with specific focus on the areas of learning weaknesses. A part of every day is devoted to discussing and writing about beliefs, such as, how they feel about police, drugs, school, and friends.

The program heightens an awareness of positive values. Students learn self-respect, self-control, and the need to respect

the law. They learn to care about themselves and what happens to their lives.

The school follows the basic academic program used in the regular schools. The day begins with a values awareness session and a language arts program. Students work in arithmetic, language arts, and reading at the grade level for which they are ready. Students are scheduled regularly for programed instruction on the computer.

A time for quieting of emotions is scheduled in the heart of the school day so that the afternoon's work can be productive. A planned program of physical education activities is provided.

The prime goals of Crossroads Center are the reduction of truancy and the improvement of behavior for adolescents enrolled in the program. Eighty percent (80%) of those enrolled have returned successfully to the mainstream of life.

CONTACT PERSON -

Marie Morris or Mr. Asa Sparks, Decatur City Schools, 302 Four Ave., N.E., Decatur, Alabama, 35601 (202)353-6731

50. TITLE OF PROGRAM/PROJECT

Greenhouse Program

TARGET AUDIENCE

Students over the age of 17 years exhibiting any or all of the following: dropping out of school due to pregnancy; continuing problems in school as evidenced by chronic truancy; dropping out; low interest in academics and/or rejection of authority; repeated run-ins with the law; constant problems at home (e.g. running away, incorrigibility, drug/alcohol use).

DESCRIPTION

Primary emphasis is on acquiring social skills such as, self-analysis, understanding and inquiry, healthy social interaction, understanding and appropriate expression of feelings, increasing self-discipline, mature coping mechanisms, responsible behavior, improving communication skills, parenting skills. The goal of the program is that students complete the requirements for a high school diploma.

The above would be accomplished through independent study (using Learning Center curriculum), discussion classes (led by Greenhouse staff and resource people from social agencies) and informal, one-on-one counselling.

Students must pass a staff interview to establish that the student is capable of performing academic work on an individualized basis and able and willing to confront personal issues.

CONTACT PERSON -

Mary Sue Harm and Errol Shewman, Jenison Community Ed., P.O. Box 5, Jenison, MI 49428

51. TITLE OF PROGRAM/PROJECT

Personal Development Programs (PDP) for potential dropouts (Alternative Education)

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

Programs are set up to assist students before they drop out of school. Many of the programs are designed for students who are not able to succeed in the general school population for such reasons as: poor attendance, low achievement, lack of self-discipline, loss of credits, low self-esteem, etc. Referral of students are made by administrators, counselors and teachers - sometimes parents. Actual instruction takes place in the following areas: 1) Consultant work and alternative scheduling is done by our special education teachers - not only with special education students but with twice as many other "potential dropouts" who ask for help. 2) A two hour block of time is provided for "hands on" instruction involving school projects such as general repairs, fixing/repair black boards and repairing/replacing old bulletin boards. The students feel a great sense of "worth" after successfully completing the projects. 3) The math lab instructor was a recent graduate who kids could relate to and feel more at ease in accomplishing their tasks - it worked! 4) An English writing lab is manned most of the day to help those students with a reading/writing problem and to aid students in the preparation of papers/assignments. English teachers are given a lab on a rotating basis to help students. 5) A special "needs" government class is provided for senior students and is taught by a reading special education teacher in an actual classroom setting. 6) This program is in its early stages and one objective is to have each staff member "adopt" a student to meet with them and to help with counseling, scheduling or other school related programs.

CONTACT PERSON -

Jim McCann, Principal - Rich Yaroch, Assistant Principal - Al Coulter, Student Activities Director, Lamphere High School, 610 W. 13 Mile, Madison Heights, MI 48071

52. TITLE OF PROGRAM/PROJECT

KAPS - Keeping All Pupils in School

TARGET AUDIENCE

Secondary school students identified as potential dropouts (lack of involvement in extra-curricular activities, absenteeism, disciplinary record, retained, academic underachievement, lack of peer group, poor verbal skills)

DESCRIPTION

Design

A. Intervention project set up to assist students who are "at risk" before they drop out of school.
B. Teacher and self referred from profile.
C. Control group for comparison.
D. Short term intensive intervention (3 weeks) during summer, with follow-up activities during next year.

Objectives

A. To motivate the student for success in school.
B. To build self-confidence to assume and succeed in tasks by dealing with stressful situations in a controlled setting.
C. To foster the development of a positive self concept.
D. To form supportive, nurturing, positive group identity.
E. To transfer interpersonal skills to classroom setting.

Program Components

A. Shared philosophical premises for staff and students (N-30)
B. Awareness of community and cultural awareness of resources
C. Confidence skill building exercises
D. Individual and group counseling exercises
E. Human relations training
F. Group living experience (one week)
G. Study skills development
H. Student run survival (food) program

Results

A. 28 of 30 in intervention group continued school on full-time basis.
B. Class failure rate dropped.
C. Attendance did not improve.
D. Self esteem improved.

CONTACT PERSON -

Dr. John F. Kegley, Pupil Personnel Worker, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, MD 20854

53. TITLE OF PROGRAM/PROJECT

Hartland Alternative Education Program

TARGET AUDIENCE

Teens 16-19 years of age who have dropped out of school and wish to earn credits toward their high school diploma.

DESCRIPTION

Students must participate in an interview with Mrs. Delvero (High School counselor). They are to be accompanied by a parent.

Instruction consists of basic classes in English, mathematics, social studies and science.

Students have the opportunity to earn credits through employment and good attendance. Students will earn full credit if good attendance is maintained.

CONTACT PERSON -

Ms. Peggy Fulcher, Teacher, Hartland Alternative Education, Box 128, Hartland, MI 48029 (313)632-7481, ext. 317 (after 12:00 p.m.)

54. TITLE OF PROGRAM/PROJECT

Center for Student Development

TARGET AUDIENCE

Students - 14-19 years of age who have left the traditional school setting.

DESCRIPTION

Design

A. This program receives referrals from social services, juvenile court and local high schools.
B. This program is designed to serve students who have experienced failure in areas of attendance, low achievement, loss of credits, etc. We do not serve special education students or extreme discipline problem cases.

Referral

A. Students are referred by local high schools through counseling services, Barry County Juvenile Court officials, and social services agents.
B. All referrals are screened by the adult education coordinator.

Instruction

A. Instruction is basically English, math, social studies and reading improvement.
B. Other subjects included are: U.S. History, U.S. Government, sociology, psychology, careers, geography,

science, art, law and computer learning.

C. Child care and pre-natal classes with a nursery are an important component of the program.
D. Quest skills for living is used to improve personal growth.
E. Instruction is individualized. Each class has a pre-designed contract of assignments that have to be computed for credit.
F. Students must: 1) spend 90 hours in class for each 1/2 credit, 2) complete assignments.
G. Students can enter the school anytime during the school year. When class enrollment reaches 40, a waiting list is formed.
H. Regular attendance and progress is essential to a student remaining in the program.

CONTACT PERSON -

Sue Ross, Central School Annex, Hastings Schools, Hastings, Mi 49058

55. TITLE OF PROGRAM/PROJECT

Eaton Rapids Alternative Education

TARGET AUDIENCE

Secondary age students who are at present or are potential drop-outs.

DESCRIPTION

Setting: Alternative students attend our Adult High School Completion Learning Center located in a separate building, not part of a traditional K-12 building.

Philosophy: Some students cannot function in a traditional High School program. For various reasons (attendance, regimentation, school size, poor self-image, personality problems, etc.) Students will drop out. Our program attempts to deal with them through these basic philosophical tenets:

1. closer contact between staff & student on a personal level tends to increase self-awareness.
2. working individually places the responsibility for accomplishment on the student.
3. developing highly individualized programs invovles the student in his/her own educational future.
4. attending with adults and working with them keeps the younger student in touch with the realities of life and gives them models from whom they can learn valuable lessons.

CONTACT PERSON -

Don Mittag, Eaton Rapids Adult & Continuing Education, 208 King St., Eaton Rapids, MI 48827 (517)663-3510

56. TITLE OF PROGRAM/PROJECT

Truancy Intervention Program (Berkeley County, South Carolina)

TARGET AUDIENCE

Berkeley County Students - Grades 7-12

DESCRIPTION

Problem

A stricter attendance policy as mandated by the South Carolina "Education Improvement Act" to prosecute truancy cases was overloading family court judges, state agencies, and school administrators as they attempted to enforce the new law.

Design

This program is designed as a referral source for students in Berkeley County to avoid further absences from school by providing them with an intervention program. This program gives the student an opportunity to enroll into a weekly youth group where the student can discuss his problems and work out solutions with other students with similar problems. This program is a referral source before reaching the court system.

Referrals are made by the attendance coordinator, supervisor or aide before seven or more unexcused absences. Students will already have attended a parent/school conference after three consecutive unlawful absences or five unlawful absences.

The intervention program is designed to assist the student in strengthening his skills in dealing with others; making proper decisions; self-awareness and to accept responsibility for his actions. Also to help the student reach his full potential so the community will not have to shoulder the costs of the individual's low income, unemployment or delinquent behavior in later years due to lack of education.

Youth Group

The Youth Group is provided by a policy with the Berkeley County Commission on Alcohol and Drug Abuse which has been offering student intervention services since 1979 and has a good track record by their previous experience in working with students with alcohol/drug problems or poor behavior in school.

All groups are facilitated by licensed, certified clinical counselors. Students must attend regular weekly sessions, be on time, and participate. Students complete group requirements

based not on number of sessions completed, but on positive changes made in their behavior, school attendance and these changes are verified by signed statements by both parents and school administrators.

NOTE

This program started in September, 1985 - results so far look promising but no firm data will be available until end of school year.

CONTACT PERSON -

Ms. Almena Myers, Attendance Coordinator, Berkeley County Schools, P. O. Box 608, Moncks Corner, SC 29461

57. TITLE OF PROGRAM/PROJECT

Tri-County Dropout Prevention Program

TARGET AUDIENCE

Chronic Truants, Potential Dropouts, Dropouts

DESCRIPTION

The Tri-County Dropout Prevention Program provides a continuum of services for potential dropouts, chronic truants and dropouts in Grundy, Kendall and Will Counties.

Developmental Training

Developmental training is provided to elementary school personnel on identifying and meeting the needs of potential truants and dropouts. Thirty to sixty minute presentations are given to these individuals during special after school programs, on institute days and in graduate class in local colleges. A training manual is also being developed for these professionals. Two hundred teachers will be trained by the program.

Outreach Services

Outreach Workers identify, recruit and place dropouts into appropriate educational programs. They seek out students by working with school, social service, public aid and JTPA personnel; community leaders and church leaders. Assessment testing is arranged through Joliet Junior College or provided by one of the programs counseling psychologists. Upon completing the assessment, individual students attend and participate in an Individualized Optional Education Placement Conference to set specific learning goals. Students are placed in Joliet Night School, G.E.D. or A.B.E. programs depending on their individual needs. At least three hundred fifty stucents will be served by the program.

Optional Educational Program

The Tri-County Dropout Prevention Program subcontracts with Joliet Township High School for night school classes for dropouts and as an afternoon educational program for chronic truants.

The night school offers a wide variety of high school classes for credit. Students can transfer credit back to their home school or receive a high school diploma through Joliet Township High School. Two hundred students will be served by the night school program.

Stop Truancy Program

The Stop Truancy Program (STP) serves chronic truant students under the age of sixteen. Students are referred to the program by their school's pupil personnel team. Students enroll in one high school class and work at their own individual rate. A Work Experience and Career Exploration Program also places students into jobs within the community. Fifty students will be served in the program.

CONTACT PERSON -

Mr. Richard Krase, Regional Superintendent - Mr. Jeffrey A. May, Grundy/Kendall E.S.R., Courthouse Room 29, Morris, IL 60450 - Dr. Robert Beach, Director of Continuing and Vocational Education, Joliet Township High School, 201 E. Jefferson Street, Joliet, IL 60435

58. TITLE OF PROGRAM/PROJECT

"Day Treatment and Emergency Shelter Program" O'Brien Center - Ann Arbor, Michigan 48104

TARGET AUDIENCE

ELIGIBILITY: Delinquent adolescents, abuse/neglect youth and status offenders in Washtenaw County referred by the Juvenile Court or Department of Social Services.

DESCRIPTION

Non-residential Day Treatment Program provides therapeutic programming which includes individual and group counseling, academic and remedial instruction, survival and life skills training, structured social activities and recreation, cultural enrichment excursions and family counseling for adolescents as an alternative to institutional out-of-home residential placement. Foster Care Program offers emergency and temporary shelter care in community-based foster homes for male and female children and status offenders in lieu of secure detention. Crisis intervention counseling is also provided to youth and their families to expedite the youngster's return home.

CONTACT PERSON -

Evy Eugene Mavrellis, Washtenaw County O'Brien Center for Youth Development, 2260 Platt Road, Ann Arbor, MI 48104 (313)971-7870

59. TITLE OF PROGRAM/PROJECT

Holt Alternative Education Program

TARGET AUDIENCE

High School age students who have dropped out of school, or who are about to be dropped from school. Only those students who have a legitimate interest in continuing their educations are considered.

DESCRIPTION

Students are recruited through referrals from the high school and junior high counselors and principals. No more than 15 students are allowed in the program at any one time in order to provide more teacher-pupil contact and to maintain a higher probability of success for each student.

Classes include basic high school subjects and emphasize reading, math, writing, and critical thinking skills. Graduation requirements are the same as the high school. Classes meet 25 hours per week and most students have 5 or 6 classes each semester. There is one full-time instructor who is assisted by additional staff for special classes.

The setting of the class is away form the high school with the effect of an old-fashioned one-room school house. There is traditional classroom instruction, but a great deal of one-on-one work is done, as well. Work experience, athletic competition, extra-curricular activities are options in which students may participate if they so desire. The goal of alternative education is to maximize student comprehension and student involvement in a positive learning environment.

Since this is a voluntary program, students must develop responsibility and be productive to remain in the program. Those that do not attend, are dropped. Those who choose not to study or work also must make room for those who will. Our program has been very successful in retaining students who had developed patterns of failure and non-attendance in the regular high school program. Many alternative education students who would otherwise have dropped out of school have graduated and now lead healthy productive lives.

CONTACT PERSON -

Katha Heinze, Community School Coordinator
James Rauschert, Alternative Education Instructor

60. TITLE OF PROGRAM/PROJECT

Ferndale/Oak Park Student Development Center (SDC)

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

Design

A. This program is set up to assist students before they drop out of school.
B. This program is designed for students who are not able to succeed in the general school population for the following reasons: poor attendance, lack of self-discipline, loss of credits. However, it is not designed for the following:
   1. Special Education Students;
   2. Students with severe mental or social retardation;
   3. Students with extreme discipline problems;
   4. Students of middle school age and 18 years or older will not normally be admitted.

Referral

A. Students will be referred by the secondary school principals or their assistants and the counseling departments.
B. Teachers may refer students who might benefit from the program to the student's counselor or the assisting principal.
C. The assistant principal and the counselors will examine the referrals and make recommendations to the SDC coordinator. The SDC coordinator will meet with the assistant principal and/or counselors to discuss the prospective students.
D. The students will meet with the SDC coordinator and make a commitment to the program. (Parents must be involved in the commitment to the program.)
E. Students new to the district must be enrolled through normal channels and then referred.

Instruction

A. Instruction will be basically in English, Math, Physical Education, American History/American Government, Fine Arts, General Science & Group Counseling.
B. Course content will be based on the Syllabus used by the counseling department for the day program.
C. Students may also sign up for a Child Care elective and/or Vocational School.
D. SDC has control over credits and grades.
E. Academic credit will be given on the basis of time spent in sessions.
F. Students who enter after the start of the semester in the SDC may have their credits prorated.
G. Students will not be permitted to leave a class

early except for a regularly scheduled bus run.
H. Regular attendance is critical to a student remaining in the program.

CONTACT PERSON -

Peggy A. Kirkland, Ferndale School District, 881 Pinecrest, Ferndale, Michigan 48220 544-7890 or 548-8600

61. TITLE OF PROGRAM/PROJECT

I CARE

TARGET AUDIENCE

Potential dropouts in grades 9 and 10

DESCRIPTION

"I CARE" is a Kellogg Foundation sponsored program that is active in five school districts in the Battle Creek area. At Harper Creek we will run two groups of identified potential dropouts thru one hour weekly group guidance sessions. The counselors are involved in an extensive in-service program with counselors from the other participating schools.

The program also includes a follow-up component. I am including a copy of the I CARE 84-86 proposal. Because so many districts are involved, and more than one may send in this information you may want to summarize the I CARE program into one entry for all of the involved schools. This program is addressed toward attendance/dropout, but may not really be an Alternative Educational program. The students are fully enrolled students in regular school programs.

CONTACT PERSON -

Harper Creek High School - Al Miller, 7290 B Drive N., Battle Creek, Michigan 49017. Overall project: Steve Hoelscher, Battle Creek Central High School, 100 West VanBuren Street, Battle Creek, Michigan 49016

62. TITLE OF PROGRAM/PROJECT

Phoenix Alternative Education

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

Design
A. This program services students ages 16-18.
B. Phoenix provides an alternative to students who are

experiencing attendance, social and academic concerns.
C. A maximum of 45 students is served.

Referral
A. Students are referred by their high school counselors in the three high schools serviced, or by the juvenile court by self-referral.
B. A screening committee composed of three area high schools counseling representatives, three Phoenix staff members, Phoenix counselor and a coordinator meet every nine (9) weeks to review applicants.
C. Acceptance is based upon needs of students and availability of space in program.
D. Entrance is available every nine weeks.

Instruction
A. Classes are created to meet area high schools' graduation requirements.
B. Classes are offered in English, reading, math, social studies, government, U.S. History, communications, science, sex education, art, computers.
C. All students are required to participate in the family which meets the first hour of each day where life skills, value clarifications, caring and responsibility to and for the family are featured.
D. Attendance is based upon 80% guidelines and students' success is based upon attendance and performance.
E. Teaching strategies range from individualization to small group discussion to large group lecture.
F. Students are encouraged to select their class choices based on content, credit need and applicability to student interest and academic level.
G. Classes are packaged in nine-week components with very specific tasks and objectives to be met.

CONTACT PERSON -

Jan Dalman, Holland-West Ottawa Saugatuck Community Education, 96 W. 15th Street, Holland, Michigan 49423

63. TITLE OF PROGRAM/PROJECT

Teenage Parent Education Center - Detroit Public Schools

TARGET AUDIENCE

Middle School and High School Students (7-12)

DESCRIPTION

Design
A. The Teenage Parent Education Center (TAPEC) was established for the purpose of providing an alternative program for pregnant students. This program has been designed to meet the needs of young women at a crucial period of their lives. Since many students prefer not

to remain in a traditional school setting during their pregnancy, TAPEC offers them a choice. It is our goal to help students continue their education at this time in a warm, friendly atmosphere.

Referral

A. Students are referred by Title I Schools (students may also self-refer)
B. Students are required to:
-Register with a parent or guardian
-Bring a copy of a current transcript from sending school
-Bring a certified letter from doctor to verify pregnancy

Instruction

TAPEC offers the required curriculum for Middle School and High School students. High School students will receive thirty credit hours per semester. Also included will be instruction in health, nutrition, personal appearance and grooming, and parenting skills. There will be many special activities such as speakers on various topics of interest to the students, field trips, and cultural enrichment experiences. The program utilizes the services of five teachers and one homebound teacher, a counselor, a social worker, and a nurse and two infant care assistants.

CONTACT PERSON -

Dr. Virginia Lloyd, TAPEC - 11401 E. Vernor, Detroit, Michigan 48214 245-3784

64. TITLE OF PROGRAM/PROJECT

Beaver Island Drop-Out Project

TARGET AUDIENCE

Youths 16-21 years of age who have dropped out of high school and are open to an alternative lifestyle of education

DESCRIPTION

Design

The program is operated by the Youth Employment and Training Program and staffed by the State of Michigan certified teachers. The program will seek to clarify and integrate societal norms and values with the students' personal lifestyle. Educational goals will be based upon competency based contractual agreements and reinforced in the day to day group living.

Referrals

Are handled exclusively through educational and community agencies.

Structure

A. All students enter into a contract with the administering agency.
B. Violation of the rules may result in termination from the program.
C. Courses will be individualized for each student.
D. Career training in decision making skills will be provided.
E. Each session of the program is 48 days in length.
   1. The residential aspect of the program consists of 18 days on the island, 3 days off (at home), and 12 days on the island.
   2. All participants are required to leave the island during the "3 days off".
F. The referring agency will have primary responsibility for the organization of the transition team.
G. The transition team may be able to offer the following services to help the participating youth as he/she returns to the community:
   1. Academic counseling.
   2. Employment counseling.
   3. Department of Social Services options.
   4. On-the-job training.
   5. Targeted jobs tax credit options.
   6. Classroom training.
   7. Summer work experience in the public sector.
   8. Basic education services.

CONTACT PERSON -

Gordon VanWieren, Superintendent, Charlevoix Public Schools, 208 Clinton Street, Charlevoix, Michigan 49720

65. **TITLE OF PROGRAM/PROJECT**

In-School Suspension Program

TARGET AUDIENCE

Senior High School Students

DESCRIPTION

Design

The In-School Suspension Program provides an alternative to the out of school suspension for offenses such as truancy, tardiness and minor classroom offenses.

Structure

A. Students are assigned to the I.S.S. by the principal or assistant principals.
B. Students will be assigned for a maximum of 5 days and a maximum of 3 times per year.
C. The administrator will notify the parents and the In-School Suspension Supervisor of the assignment.

D. The In-School Suspension Supervisor will:
   1. Send assignment sheets to the teachers for students who are assigned to the program.
   2. See that the students complete the assigned work.

E. While in the program:
   1. The students are in an isolated environment.
   2. Students must make up any absences.
   3. Students may not attend any extra-curricular activities.
   4. Students must complete all assignments.
   5. Students will participate in counseling and behavior modification activities.

F. Upon completion of the In-School Suspension, the students return to the regular school program.

CONTACT PERSON -

E.A. Johnson High School, Mt. Morris School District, Phil Taylor and John Burtrum, Assistant Principals

66. TITLE OF PROGRAM/PROJECT

Directions High School

TARGET AUDIENCE

Pregnant Teens and Teenage Mothers

DESCRIPTION

Design

A. Directions is a high school completion program designed to provide academic and parenting education in a supportive environment.

B. Many young women who become pregnant in high school drop out of the traditional K-12 system. The barriers to continue their education include lack of transportation, lack of adequate child care or money to pay for child care. We at Southken C.E. found that the teens entered the homebound program for adults, where they remained isolated and unable to cope with their lives. Out of this need DIRECTIONS was started.

Enrollment

Open enrollment policies allow students to enter at anytime. Although referrals may be made by high school and social agency personnel, they are not a requirement for enrollment. The students (with parent if under 18) will meet with the counselor and make a commitment to the program.

Instruction

Classes offered include math, history, government, psychology, sociology, English, yearbook, current events, geography, home economics, parenting, child development, science, aerobics, & independent study. Classes are held from 9:00 a.m. to 2:30 p.m.,

5 days a week. Academic credit is given on the basis of time spent in sessions (60 hours equals 1/2 credit). Regular attendance is critical to a student.

Supportive Services
Academic vocational, and personal (individual and family) counseling services are offered as well as health, pregnancy and adoption counseling.

CONTACT PERSON -

Liga Ruperts, Ph.D., Southkent Community Education, Directions High School, 3333 S. Division, Wyoming, Michigan 49509

67. TITLE OF PROGRAM/PROJECT

"GOAL" (Go On With Alternative Learning)

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

This program is designed for the students who are not able to succeed in the general school population for such reasons as: poor attendance, low achievement lack of self-discipline, loss of credits, etc. Students will be referred by the secondary school principals or Juvenile Court. The students will meet with the Alternative Education Director and make a commitment to the program. (Parents should be involved in the commitment to the program whenever possible.)

Classes meet daily from 12:30 until 4:30 p.m. throughout the school year at South Ward Elementary. Students in grades 9-12 may receive individualized instruction in a variety of high school classes that include Mathematics, Science, English, Social Studies, Employability Skills, and G.E.D. testing. Students work individually, with the aid of a course outline or study guide. The teacher is there to supervise and assist the student through the different courses of study. A student may earn two credits for one semester's work. Credit is earned by successfully completing the course outline and passing the required tests. All work must be completed in the classroom. Another class is designed for students needing help at the Junior High level. A one-room school concept is used with one teacher working with the students in a variety of subjects. Extensive remedial work is done in Reading, Mathematics, Spelling, and English.

CONTACT PERSON -

Ken Ebersole, (616)673-8431, Allegan Community Education, South Ward Elementary, 550 Fifth Street, Allegan, Michigan 49010

68. TITLE OF PROGRAM/PROJECT

Romeo Enterprise High School

TARGET AUDIENCE

Dropouts who qualify for JTPA between the ages of 16-21 that desire high school completion and job training.

DESCRIPTION

Enterprise High is an alternative high school completion and job training program. Students enrolled in the program were unable to succeed in high school because of poor attendance, discipline problems, lack of credits, and/or difficulty with the law.

The Enterprise curriculum is basically experiential with the emphasis on development of self-confidence and social adjustment. The students combine academic learning with experience in running small businesses of their own where they are treated as winners not losers!

The research data and basics of Enterprise High School are attached. The information was compiled by the Center for Studies of Alternatives in Education at the Macomb Intermediate School District. It is based on information gathered from the eight Enterprise Programs operating in Macomb and St. Clair Counties.

CONTACT PERSON -

Dianne Beleutz, Romeo Enterprise High School, 68399 Forest, Richmond, Michigan 48062

69. TITLE OF PROGRAM/PROJECT

Alternative Education Program

TARGET AUDIENCE

Secondary School Students Withdrawn from Regular School Program

DESCRIPTION

Design

A. This program is set up to assist students who have been dropped form the regular school program for substance abuse.
B. This program is also set up for students who have been withdrawn from the regular school program because of a violation of the attendance policy.

Referral

A. Students are referred by the area coordinators for the program upon withdrawal from the day school program.

Instruction

A. Instruction will be basically in English.
B. Classes will be held for one hour four days a week after the regular day school program.

CONTACT PERSON -

Mr. Gerald Farkas, Lincoln Park School District, 1701 Champaign, Lincoln Park, Michigan 48146

70. TITLE OF PROGRAM/PROJECT

Vanderlaan Alternative Junior High Program

TARGET AUDIENCE

9th Grade Students

DESCRIPTION

The Vanderlaan Alternative Junior High Program provides a chance for intellectual, emotional, and social growth for ninth grade students who are having a difficult time meeting success within the regular junior high school settings.

The program emphasizes an individualized learning program that includes the four major subject areas, Mathematics, Science, English, and Social Studies as well as pre-vocational skills. Each student's course is designed to meet his or her needs and credit requirements. Successful completion of the Vanderlaan Alternative Junior High Program allows the student to enter Muskegon High School as a tenth grader.

CONTACT PERSON -

Greg Hazard or Caroline Hopson, 756 Emerald, Muskegon, Michigan 49442 726-5954

71. TITLE OF PROGRAM/PROJECT

Vanderlaan Alternative Senior High Program

TARGET AUDIENCE

10th, 11th, and 12th Grade Students

DESCRIPTION

The Vanderlaan Alternative Senior High Program is designed to help students who are having a difficult time meeting success within the regular senior high program. Development of pre-vocational skills are emphasized in addition to working in academic classes. An effort is made to increase the awareness of human rights and responsibilities and to prepare the student for re-entry into the regular high school program. Courses are

designed with the individual needs of the student in mind. Vocational classes include auto body repair, auto mechanics, graphic arts, food management, office practice and welding.

CONTACT PERSON -

Greg Hazard or Caroline Hopson, 756 Emerald, Muskegon, Michigan 49442 726-5954

72. TITLE OF PROGRAM/PROJECT

Vanderlaan Alternative Center Teen Age Parent Program

TARGET AUDIENCE

Pregnant Teens or Teens Who Have Recently Given Birth

DESCRIPTION

Vanderlaan accepts pregnant girls from all over Muskegon County. Our upper age limit is 20. There is no lower age limit. The program has two primary goals: 1) helping the girls to have healthy children and 2) maintaining the girls in an academic program in the hopes that they might become self supporting in the future.

We try to help them to have a healthy child in the following ways:

1. We have either a registered nurse or a licensed practical nurse on the premises most of the time. The only exceptions are when they are making visits to the homes of those who are not in school. Our nurses keep an eye on the well-being of our students as well as answering a lot of their questions.
2. We have a family relations class that is taught by various agencies in the county. Some of these agencies and their topics include:
    1. County Health Department: Smoking, drugs, liquor, V.D. and pregnancy.
    2. County Extension Service: Nutrition of the pregnant woman and the young child, and budgeting.
    3. LeLeche: The benefits of breast feeding.
    4. Red Cross: Multi-media and C.P.R.
    5. Visiting Nurses Association: Prenatal care, post natal care, and parenting. The prenatal course includes a section on intensive prenatal care concerning the immediate aspects of delivery. This is the same class that is taught at VNA for pregnant women. We teach it during the third trimester of a girl's pregnancy so if a girl is but of school during this period she will miss this very important section of the class.
3. In addition to the family relations class, we have an exercise class that is run by our nurses and has been

developed by them in conjunction with the Visiting Nurses' Association. This class is geared to the pregnant girl in the various stages of her pregnancy. Like the family relations classes, the girls are divided into three groups: the first two trimesters, the third trimester, and post-partum.

4. Our lunches are served free of charge (either charged the federal hot lunch program or picked up by our program). In addition to the standard federally approved meal, which includes 2 oz. protein, 3/4 cup fruit or vegetable, 1 bread serving, a fat serving, and 8 oz. of milk, we have a second serving of fruit or vegetable and all the milk that a girl cares to drink.
5. Our program is basically on one floor. The girls go up and down stairs only for the lunch program, a crafts class, and breaks. If a physician feels that a student should not use steps, we can make arrangements for the girls to have their lunches on the first floor, and, if it is an extreme case, the girl could use a door which only involves two steps. The crafts class and the breaks could be skipped. There is very little passing from class to class and there are not crowded halls.
7. We have a nursery that is licensed by the Department of Social Services for 15 children ages 2 1/2 weeks to 6 years of age. The students who attend Vanderlaan are able to use the nursery, usually at no cost to the girl. If a girl is breast feeding the baby, this enables her to attend school and nurse the child. The girls have hands-on parenting classes using their own children to learn some of the practical skills of motherhood, i.e., bathing, feeding, etc. While in the nursery the babies are helped to develop emotionally, physically, and cognitively. The child care workers have been trained in child care and the nurse is an active participant.

Academically, we offer the girls a complete basic academic program. When the girls are out on delivery we have a visiting teacher see them once a week for about two hours per visit. This is by no means adequate, but it does serve to keep the girls connected with the educational system and help them to accomplish some academic work while they are out with the baby. This is continued as long as the physician says that the girl cannot return to school.

Since the quality and quantity of work accomplished when a girl is not in school is much lower than when she is, we hope to have the girls return to school as soon as is medically feasible after the baby is born.

If a physician gives a girl a written statement that she cannot attend school before the child is born, the girl is put on the homebound services and the teacher and the nurse begin making weekly visits. Often they cannot find the girl at home at the time of these visits because she is down at the mall or simply "out". Again, the quality and quantity of work accomplished during this time is not ideal. Often we will call the

physician, not to check on his medical opinion, but to make sure that he realizes that the girl is at Vanderlaan in the Teenage Parent Program.

CONTACT PERSON -

Greg Hazard or Caroline Hopson, 756 Emerald, Muskegon, Michigan 49442 726-5954

73. TITLE OF PROGRAM/PROJECT

Youth Employability Project "Giving Youth a Competitive Edge"

TARGET AUDIENCE

Potential dropouts in four selected senior high schools

DESCRIPTION

During the 1982/83 school year, the Department of Pupil Services of the Anne Arundel County Public Schools obtained a grant from the Maryland State Department of Education to give potential school dropouts a competitive edge through the use of an employability project. One of the major goals of the project was to design a model school-based pogram that would assist potential dropouts in completing graduation requirements. In addition, those students would acquire specific competencies which would assist their transition from school-to-work. In order to meet the stated goals, the following objectives were established:

1. Identify characteristics of dropouts.
2. Identify a number of students from selected secondary schools throughout the county.
3. Designate a counselor and pupil personnel worker from each school.
4. Assist student participants in completing self-assessment inventories.
5. Provide inservice to counselors and pupil personnel workers in the skills of writing an experience-based resume.
6. Establish workshops for student resume preparation.
7. Instruct students in job-seeking competencies at a weekend workshop using role-playing and employment interviews.

A research of the literature found the following to be those traits that are characteristic of most dropouts. They include:

1. Tend to be more transient than other students.
2. Tend to come from low-income families.
3. Exhibit discipline problems in school.
4. Have a high rate of absenteeism or truancy.
5. Have average or slightly below-average intelligence.
6. Tend to be underachievers academically.
7. Do not read at grade level.

8. Have a history of failure (grade and/or subject).
9. Feel rejected by and reject the school.
10. Do not participate in extracurricular activities.
11. Have frequent health problems.
12. Tend to have more personal problems which are usually exhibited by behavioral problems or social withdrawal.
13. Are usually "loners" and generally not accepted by their peers.
14. Have poor communication between home and school.
15. Usually have friends outside of school who are dropouts.
16. Have at least one parent who did not finish school.
17. Have an older brother or sister who dropped out of school.

An attempt was made to have representation from a cross-section of the county. Four senior high schools were selected on the basis of their unique setting in terms of location (suburban, inner-city, rural, and developing communities), student mobility, and social-economic factors. Thirty-two students were chosen; however, due to difficulties retaining students, twenty-two students participated in the workshop.

The Maryland State Department of Education, Division of Instruction, Youth Employability Branch, conducted an on-site monitoring visitation on May 18, 1983, to assess program status of the Employability Project. They found that proposed activities leading to the attainment of all objectives were completed. The monitoring team stated that "the weekend training session provided an opportunity for youngsters to learn and practice useful job-seeking skills and to have positive interaction with adults and peers." They said that "the setting selected was excellent." The monitoring team was "impressed with the level of feedback and the rejuvenation expressed by the workshop staff." The team suggested that "alternative ways be sought of implementing this type of project to increase the number of student participants." The project was commended for:

1. Initiating communication with the Youth Employability Branch on a routine basis.
2. The high level of staff enthusiasm.
3. Providing for and conducting activities which facilitated continual staff and student feedback regarding the project operation.

During the 1983/84 school year, 1223 students dropped out of the Anne Arundel County Public Schools because of incompatibility with the school. A year later, seventeen of the twenty-two participants in the Youth Employability Project remained in school. Of the five remaining students, four moved from Anne Arundel County. One withdrew from school and is employed. Only two participants are reported as having an unsuccessful year, but remain enrolled in school. These statistics show that the Youth Employability Project was very successful.

CONTACT PERSON -

Thomas White, Anne Arundel County Public Schools, Maryland

74. TITLE OF PROGRAM/PROJECT

Community Occupational Program

TARGET AUDIENCE

15-17 year olds who live in settlements where there is no secondary school. (Only 6 of the 63 communities in Canada's Northwest Territories have secondary schools); Students are almost certain to dropout before reaching the academic level necessary to take grade 10 courses. Some are illiterate; Students are interested in this educational second chance; For the most part these are NOT special needs students.

DESCRIPTION

Goal:

The Community Occupational Program is intended to help students:

A. develop employment skills
B. develop employment attitudes
C. increase self direction and self esteem

Program Components:

50% of each school day is spent in school where one teacher teaches a class of 15 students:

A. functional English
B. functional Mathematics
C. career and Life Management (i.e., Life Skills)
D. options such as computers, phsycial education, ...

50% work experience with an employer in the community.

In-school topics can be virtually anything that the students NEED and are motivated by. The emphasis is on changing students' attitudes about everything, starting with themselves. Academics are deliberately downplayed until the more important, personal aspects are focused on.

Set-up:

One teacher is resonsible for all aspects of the program in a given community. That person meets with parents and students who are being considered for the program, locates suitable work stations, teaches the in-school component, and monitors the work experience. He/she is thus in an excellent position to both determine and address student needs, and to build the class into a cohesive group.

Graduation Requirements:

Students have to meet a list of tangible, performance based graduation requirements, which include 80% attendance

over two years, 3 good/excellent work experience evaluation and community service work.

CONTACT PERSON -

Barbara Hall, Co-ordinator Alternative Programs, Department of Education, Government of The Northwest Territories, Yellowknife, N.W.T., Canada, X1A 2L9, (403)873-7678

75. TITLE OF PROGRAM/PROJECT

Senior Practical Program

TARGET AUDIENCE

15-17 year olds in regional secondary schools. (Most communities in Canada's Northwest Territories do not have secondary schools. Students therefore have to attend a regional residential school.); Students are several years behind academically and are almost certain to drop out before reaching the level necessary to take grade 10 courses; Students are interested in this educational second chance and have to be able to cope with the school residence, separation from family, etc.; for the most part these are NOT special needs students.

DESCRIPTION

Goal:

The Senior Practical Program is intended to help students:

A. develop employment skills
B. develop employment attitudes
C. increase self direction and self esteem

Program Components:

50% of each school day is spent in school where one teacher teaches a class of 15 students:

A. functional English
B. functional Mathematics
C. career and Life Management (i.e., Life Skills)
D. options such as computers, physical education, ...

50% of the program is a combination of school shops and work experience with an employer in the community. The focus of this portion of the program (eg. home maintenance, clerical services, etc.) is selected by the school when the program is being developed/implemented.

In-school topics can be virtually anything that the students NEED and are motived by. There is a heavy emphasis on the personal development of the students and academics focus on life skills type topics such as consumer skills, business communication skills, etc.

Set-Up:

Two teacners assume responsibility for the program in a given school/community. One teacher generally handles the

shop and related work experience component while the other teaches the academic component. Frequent communication between the two teachers is both necessary and encouraged in order to better meet the students' needs and recognize their accomplishments.

Graduation Requirements:
Students have to meet a list of tangible, performance based graduation requirements, which include 80% attendance over two years, 3 good/excellent work experience evaluations, and community service work.

CONTACT PERSON -

Barbara Hall, Co-ordinator Alternative Programs, Department of Education Government of the Northwest Territories, Yellowknife, N.W.T., Canada, X1A 2L9, (403)873-7678

76. TITLE OF PROGRAM/PROJECT

Skills for Living

TARGET AUDIENCE

Secondary Level Students (Grades 9-12)

DESCRIPTION

Students identified ten areas of life that are the greatest concern to them:

1. Feelings - understanding and dealing constructively with feelings and emotions, such as loneliness, jealousy, fear, love, hate.
2. Self-concept - knowing, liking, and accepting oneself.
3. Mental health - developing and maintaining a positive mental attitude.
4. Friendships - making and keeping friends, resolving conflicts in relationships, understanding the feelings associated with gaining and losing friends, peer pressure.
5. Family - understanding and improving family relationships.
6. Finances - managing money, understanding economics and budgeting.
7. Opposite sex - making decisions about dating, love, and marriage.
8. Parenting - understanding the needs of children and parents.
9. Life planning - setting goals, planning careers, appreciating work, identifying personal skills and interests.
10. Philosophy and meaning of life - developing a philosophy of life based on individual and social values, understanding the meaning and the finiteness of life.

These ten areas became the nucleus of a program focused on helping teenagers increase their self-esteem and develop skills to deal effectively with the major concerns.

CONTACT PERSON -

R. Bruce Carlson, Director or Donna Anderson, Instructor - James R. Fitzharris Alternative High School, 408 North 9th Street, Gladstone, Michigan 49837

77. TITLE OF PROGRAM/PROJECT

Kennedy Center

TARGET AUDIENCE

17-25 year old "hard-to-employ" urban minority youths - high school dropouts

DESCRIPTION

Purpose

Kennedy Center is a pre-vocational school primarily for "hard-to-employ" urban minority youths between the ages of 17-25.

The program operates on the belief that the vocational and personal success of the "hard-to-employ" is development of pre-vocational skills including positive self-concept, life management skills, employment related attitudes and values, knowledge of career life-style relationships and other skills allowing an individual to utilize their environment.

The program demonstrates the vocational and personal success of the "hard-to-employ" is dependent on how the individual views himself and his environment and how he chooses to utilize the tools that already exist within the community to achieve their personal goals.

Academics

Kennedy Center provides good information about how to develop relevant pre-vocational skills through the use of academics and provides good information about the basic survival skills needed in order to function and get along in the world. These academics include: life management skills, communication skills, employability skills, basic education skills, G.E.D., and high school diploma. Classes are open-ended two or four weeks in length and students can enroll every four weeks.

Work Experience

As a result of this program, individuals will be shown ways to find and maintain employment and be able to take maximum advantage of employment opportunities within the community. This is

achieved through the use of a simulated work environment where clients are placed in a "real work" environment where they are exposed to: employer expectations, punctuality, attendance, and productivity. Students work in one of 12 departments of the KenCen Corporation where they are responsible for punching a time clock before going to work. They work two hours of each day in a production setting, business setting, or service setting. Checks are issued every week for the hours worked and the checks can be cashed or deposited in the Corporation's bank. If checks are cashed, they are exchanged for scrip money, which is redeemable in the school store where KenCen products can be purchased or food-type items can be purchased.

Referrals

Referrals can be taken from anyone; however, the primary referrals come from pupil personnel and other schools for those students who have had problems in the traditional schools. Referrals are also accepted from various social service agencies, probate court, and community groups.

CONTACT PERSON -

Mr. Richard Randels, Kennedy Center, 1541 N. Saginaw St., Flint, Michigan 48503

78. TITLE OF PROGRAM/PROJECT

Enterprise High

TARGET AUDIENCE

Young adults ages 16-21 years old; high school dropout

DESCRIPTION

Enterprise High attracts dropouts back to school (and can prevent potential dropouts from leaving school). At Enterprise High students learn: basic skills, career planning, employability skills, personal money management, family living skills, social responsibility, free market economics and positive work habits through involvement in the Enterprise process. Students who enroll in these programs create products or provide services which they sell to consumers. The profit (revenue less supplies costs) is theirs. Through group process students work out production and service decisions, decide what should be built, who should perform which tasks, and how profit should be distributed. An enactment of independent adult life and an examination of ways people cope with living (The Dream Weaver) prepares students challenges, responsibilities and rewards of autonomous living, and teaches the connection between positive work behavior, career development, and dream fulfillment. Daily accounting, periodic business reports, newspaper publishing, ad writing, business communication skills, and personal communication skills are integrally related to the students' Enterprises, and translate to English, math, business, econom-

ics, and/or social studies credits. Students also earn credit in vocational/industrial education.

CONTACT PERSON -

Dr. Richard Benedict, Macomb Intermediate School District, 44001 Garfield Rd., Mt. Clemens, MI 48044 (313)286-8800, ext. 249

79. TITLE OF PROGRAM/PROJECT

Corunna Alternative Education Program

TARGET AUDIENCE

Secondary Students

DESCRIPTION

Alternative Education can help young people in our area who have rejected traditional educational programs achieve lives that are worthwhile, responsible, and productive. The program is a course of study for adolescents in the age range of 16-20 who have dropped from their regular high school program. The program also accepts students who have been involuntarily removed from the regular school program. It is designed to create a climate that will enable us to give more attention to the special needs of this age group. We try to develop a comprehensive program that will not only help the student complete his high school education but that will also recapture and stimulate a new interest in learning and self improvement. Emphasis will be placed on activities which will help students acquire a positive self-concept, a positive attitude toward learning and an ability to get along with others.

CONTACT PERSON -

Mr. D. Michael Haggerty, Director of Community Education, Corunna Public Schools, 106 S. Shiawassee Street, Corunna, MI 48817 (517)743-4151

80. TITLE OF PROGRAM/PROJECT

Intensive Learning Center

TARGET AUDIENCE

Adjudicated court youth between the ages of 13-17 who would otherwise be sent to institutions

DESCRIPTION

The Intensive Learning Center is a day-treatment educational program, based in the juvenile detention facility. All students are court ordered into the program and live with their own

families or in foster homes. Our goal is to positively impact the relationships between the delinquent and his/her home, school and community.

The ILC has a maximum capacity of 32 students. Staff consist of 5 special education teachers, 4 1/2 aides, one counselor and a coordinator. Course selection is based on the students skills, interest and public school requirements. A sheltered work shop is available for those students who are sixteen. There is also a GED component.

The Juvenile Court, the Kalamazoo Valley Intermediate School District, the Juvenile Home and local public school districts work cooperatively in providing staff, materials and other resources needed to build and maintain this program.

Each of our students is living out an image as a "loser", an image which the Intensive Learning Center is attempting to interrupt and reverse.

CONTACT PERSON -

Catherine Ampey - Coordinator, 1424 Gull Road, Kalamazoo, Michigan 49001 (616)385-8549

81. TITLE OF PROGRAM/PROJECT

Lapeer Community Schools Vocational Fund Program

TARGET AUDIENCE

High School Age Youth

DESCRIPTION

During the school year, 2 semesters of programming are offered to current third and fourth year high school students. Out of school youth who are not eligible for High School Completion classes are also encouraged to attend this program. During the summer school sessions first and second year high school students are also eligible to attend. Students must have failed a course and/or be behind in credit requirements toward graduation to be eligible to enroll.

Courses are offered on a tuition basis to any eligible student. Course offerings generally include academic requirement areas. Example: English, science, math lab, U.S. History. Electives generally fall in the Social Studies or Social Science area. Class size is limited to a 22/1 ratio and individual student needs are considered whenever possible. Successful and completion of a 60 hour course is equivalent to a semester credit. The program is very structured. Expectations of students are high and the practice of personal accountability is adhered to strongly. Regular attendance is critical to a student remaining in the program. Immediate parent contact is made regarding attendance or discipline problems.

Students are referred by, and must enroll through, their home school counselor, who makes the recommendation for appropriate class placement. Grade and credit information is forwarded to the counselor upon completion of the semester.

CONTACT PERSON -

Natalie Nelson, Administrative Assistant

82. TITLE OF PROGRAM/PROJECT

Re-entry Program Pilot (1985-86)
Sterling Heights High School, Warren Consolidated Schools

TARGET AUDIENCE

High school students who have been expelled from school or who have dropped out of school

DESCRIPTION

The Re-entry Program Pilot was designed for students who have been expelled from or who have dropped out of Sterling Heights High School. Past experience indicates that this type of student tends to return with little change in attitude; therefore, little, if any success.

This program is designed also to separate the serious students from those who are not really serious about returning to school for educational purposes.

The Re-entry Program was launched two weeks prior to the start of school. Students, accompanied by their parent(s), were invited to attend the evening information session which included the various educational alternatives available.

The students were presented with a realistic formula for succeeding in school. This included: responsibilities of the student, responsibilities of the parents, the terms of the Probationary Contract and assistance available from school personnel.

Follow-up sessions with the Alternative Education Specialist were provided for those students who chose to return to Sterling Heights High School. The Alternative Education Specialist continues to provide a support system and to monitor those returning students throughout the school year.

Currently, the plans are to expand the program for the 1986-87 school year to include all eligible students in the Warren Consolidated High Schools.

CONTACT PERSON -

Joyce E. Berry, Alternative Education Specialist, Warren Consolidated Schools, Sterling Heights High School, 12901 Fifteen Mile Rd., Sterling Heights, Michigan 48077 (313)939-5900 ext. 65

83. TITLE OF PROGRAM/PROJECT

Dropout Prevention - Parent Involvement (DPPI)

TARGET AUDIENCE

9th and 10th grade students who display marginal or less than marginal success during their education thus far at Prosser Vocational High School - Chicago. These students exhibit one or more of the following characteristics: poor attendance, multiple failures, lack of interest in school, difficulty in exercising self-control, gang involvement. Also part II of the program involved their parents.

DESCRIPTION

The Dropout Prevention program is designed to reduce the number of dropouts by providing a series of experiential life oriented activities that enable students to move in the direction of becoming positive and self-directed about life, education and future goals. The program offers a wide range of strategies and techniques that assist students in strengthening their ability to perceive themselves as worthy and competent individuals. Incorporated in this program are activities that focus on character building and responsible decision making. The program provides students the tools and incentives to effectively take charge of their lives and initiate change.

The Parent Renewal Project provides experiential learning activities that promote enthusiasm and "take charge" attitude and strategies leading to greater efficiency and effectiveness in parenting. (This program was for parents, guardians, or other substitute adults who had an interest in seeing the student achieve.)

Major Aims

-parent assessment
-planning appraisal and design
-parenting problem solving
-parenting development

Specific Outcomes

-results in the specific outcomes of their children
-monthly meetings with teachers and school principal
-end of the year parent-teacher-student social
-adopt a student program

CONTACT PERSON -

Mrs. Cynthia Kay Barron - Prosser Vocational High School, 2148 North Long Ave., Chicago, IL (312)637-5556
Home: 2020 Stanton Ave., Whiting, Indiana 46394 (219)659-8140

84. TITLE OF PROGRAM/PROJECT

Horizons High School

TARGET AUDIENCE

Students who have decided they don't want to attend the regular high schools for reasons such as poor attendance, low achievement, boredom, personality conflicts

DESCRIPTION

This is our 8th year of operation (120-150 students fte). Our program is based on the fact that the students choose to come here. Therefore, we attempt to take advantage of this decision and integrate the students into the decision making process continually: Students help

1. (community meeting) - make rules
2. (judicial board) - decide what happens to those who break them
3. (course survey) - suggest new classes
4. (admissions meeting) - admit new students
5. (governing board) - even interview new teachers

Classes cover all disciplines of the regular high school curriculum, in addition, we have many individualized classes in the basic, also many community oriented experiences. Our students have studied drama in New York (Cats/Dream Girls), alternative energy in Colorado, writing in Georgia with Eliot Wigginton.

CONTACT PERSON -

Dan Diedricol, Horizons - Wyoming Public Schools, 2630 Remico, Wyoming, Michigan 49509

85. TITLE OF PROGRAM/PROJECT

OPPORTUNITY CENTER - Royal Oak, Madison Public Schools, Lamphere and Clawson Consortium

TARGET AUDIENCE

To be admitted a student must be 16-20 years of age and have been out of the regular school program for at least 30 days. Fifty students are enrolled each September. As students leave the program during the year, more are admitted to take their place.

DESCRIPTION

Purpose

The purpose of the Opportunity Center is to provide alternative education experiences to meet the needs of students who drop out of high school.

Staff

Two teachers and one aide. Teachers have certification in English, Mathematics, and Social Studies. The aide position requires unique qualifications to assist in the instructional objectives of the program and with student support services.

Location

Two classrooms and a small office in an elementary school building.

Courses

There are three types of courses: 1) Group classes meet at a certain time each day for one quarter. Regular attendance is an important part of the class contract. Group class size ranges from 5 to 15. 2) Individual Courses enable students to work at their own pace and to receive assistance from the teacher to meet individual needs. Credit is earned upon completion of a written contract between teacher and student. 3) Advanced Projects are undertaken by those students who have demonstrated ability and initiative to take on independent work with a minimum of guidance from the teacher.

Graduation

Students may earn a diploma through the Continuing Education Department or prepare for the GED examination.

Delivery System

Five factors have been identified as major components of the Opportunity Center Program:

A. Personalized Support System. Students feel comfortable approaching staff members with personal problems. Staff have the time and opportunity to initiate discussions with students about specific school-related behaviors and to make referrals when appropriate.
B. Small size. Low teacher/student ratio.
C. Exercise of Choice. Students are offered a variety of courses in night school and the Southeast Oakland Vocational Education Center for more specialized subjects.
D. High Individualized Instruction. Students may work at their own pace and get individual attention even in small group classes.
E. Life Management Skills. This curricular emphasis helps develop competencies necessary for living in the adult

world. Specific skills addressed in this area are interpersonal relationships, decision making, goal setting, values clarification, money and health management, and career awareness.

CONTACT PERSON -

Mr. Douglas C. Light, Director of Continuing Education, School District of the City of Royal Oak, 1123 Lexington Blvd., Royal Oak, MI 48073

86. TITLE OF PROGRAM/PROJECT

Quest - "Skills for Living"

TARGET AUDIENCE

Any secondary school student Grades 10-12

DESCRIPTION

This course is designed to assist students with the gaps in family communication skills.

It is designed to help the students with decision-making skills, goal setting, generating alternatives and consequences.

It is to help the students develop better academic, professional and personal skills.

The counselor recommends the course and students must make a commitment to it.

It is an elective course for one year. The students receive one credit for it. The instructor must go through training workshops to teach the course. Classroom attendance is essential. Classroom participation is required. Homework assignments are given with the units. There is a textbook called "You Are Somebody Special".

There are unit projects required dealing with academics, experience-based, family involvement service, and community action.

Half way through the course there is a self-evaluation of the course.

CONTACT PERSON -

Judith E. Phillipi, Guidance Director, Watervliet High School, East Red Arrow Highway, Watervliet, MI 49098

87. TITLE OF PROGRAM/PROJECT

Van Dyke Alternative Education

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

Design

A. Our program is designed to assist students who have dropped out of school.

B. Our program is designed to provide a positive environment for students who have experienced previous difficulties such as: academic grades indicating serious academic deficiency, poor attendance, disruptive school behavior patterns, etc. We are not, however, equipped to aid certain students such as
   1. Special Education students.
   2. Students with severe mental or social retardation.
   3. Students with extreme disciplinary problems.
   4. Students older than 18 years of age.

Referral

A. Day school counselors, administrators, and Juvenile Court will make referrals to the counselor of the alternative education program.

B. The following screening factors shall be considered as important when deciding on student admission. They are not necessarily in order of importance.
   1. Students with the least course graduation needs.
   2. Age: minimum 15 1/2 years (except when requested by the court).
   3. Date of drop or suspension.
   4. Identified interest in the alternative education program.
   5. Students will be allowed to enter this program only if they can complete their graduation requirements prior to their 19th birthday.

C. A personal interview will be conducted with the student, parent, and alternative education counselor to identify the student's interest and commitment to the program.

Instruction

A. Three goals for learning are given top priority in the alternative education program, they are:
   1. Read with understanding and use functional reading skills at the highest one's ability permits.
   2. Perform basic computational skills necessary to society.
   3. Obtain skills and life experiences necessary to prepare for either the world of work or additional education experiences.

B. Course content will be the same as offered in day school with emphasis placed on English, math, social studies and science.

C. Students may take electives to compliment their basic education.
D. Academic credit will be given on the basis of time spent in class - 60 class hours equals 1/2 credit.
E. A 30-45 minute session will be devoted each week to career education. This session will be incorporated into a class setting.
F. Above all the emphasis of all instruction will be tailored to meet the individual needs of the students and to provide for positive educational experiences.

CONTACT PERSON -

Paul B. Young, Lincoln High School, 22900 Federal, Warren, Michigan 48089

88. TITLE OF PROGRAM/PROJECT

The New School/Dropout Prevention Program - Theodore Roosevelt High School

TARGET AUDIENCE

9th and 10th grade high risk students

DESCRIPTION

This program is set up to assist students before they drop out of school by providing them with a variety of additional services and resources to act in a preventive manner as opposed to having to take punitive action. Students are assigned to interest cluster groups based upon their needs or future career goals. Each cluster group is comprised of a teacher coordinator, guidance counselor, family assistant and a dean. A community based organization, Pius XII Family and Counseling Services, has been contracted to provide additional support in crisis services.

An extended day program consisting of both academic classes and recreational clubs provides students with the opportunity to utilize Theodore Roosevelt High School's facilities from 8 a.m. to 5 p.m. daily.

An extensive Teenage Pregnancy Prevention Program has been developed for the 9th graders to make them aware of the social, psychological and biological causes that make teenage pregnancy another cause for dropping out.

The Theodore Roosevelt High School New School, through its central organization, attempts to provide pupils with a closer identity and association with people and to provide them with almost immediate access to support services. Through this process it is our hope that students will develop a greater association with Roosevelt and assist them in gaining recognition, increase their self-esteem and self-actualization.

CONTACT PERSON -

Paul B. Shapiro, Supervisor, The New School/Dropout Prevention Program, Theodore Roosevelt High School, 500 E. Fordham Rd., Bronx, NY 10458

89. TITLE OF PROGRAM/PROJECT

Alternative Education Program, Grades 9-12

TARGET AUDIENCE

Secondary Students, grades 9-12

DESCRIPTION

This program is designed to meet the needs of the potential dropout. Classroom experiences are concentrated in four major areas: English, math, social studies and science. The employability skills units of instruction are incorporated within the four basic academic classes.

In addition to the work experience component (grades 11-12 only), students are encouraged to select additional classes at Northeast Oakland Vocational Center or the sending high school.

Referral
- -Academic counselor approval
- -Parental approval
- -Building administrator approval
- -Alternative Education teacher committee approval
- -Applicant approval

CONTACT PERSON -

Dick Turco, Director of Vocational Education, Rochester Community Schools, Fourth and Wilcox, Rochester, MI 48063 (313)651-6210

90. TITLE OF PROGRAM/PROJECT

Wilkinson Street School - Specialized treatment and educational program to prevent pre-delinquent or delinquent behavior.

TARGET AUDIENCE

The Wilkinson Street School is a specialized treatment and educational program for both male and female youths ages 13-17 who are unable to function in public school setting due to behavioral or academic difficulties. These youth are probated through Juvenile Court or committed to the Kentucky Cabinet for Human Resources. Both public and status offenders are eligible for admission into the program. Youth with no delinquent or status charges are also admitted if there are indications of delinquent or acting-out behavior.

DESCRIPTION

The Wilkinson Street School is operated by the Frankfort Independent Board of Education, Franklin County Board of Education and Anderson County Board of Education in cooperation with the Kentucky Cabinet for Human Resources, Department for Social Services, Division of Children's Services, and the Kentucky Justice Cabinet. Youth attending the Wilkinson School reside in the community and attend the school Monday through Friday from 8:00 a.m. to 2:35 p.m. A comprehensive array of support services are provided to the students including counseling, psychological, educational, and work-study services. In addition to its academic and counseling services, the Wilkinson Street School provides students with social outlets and opportunities through which the students learn to work together in cooperative endeavors. To deliver the comprehensive specialized support services to these high priority students, the staff is designed around two teams. The first team consists of the director, psychologist, 3 counselors, work-study coordinator, secretary and staff aide. The second team is a specialized teaching team and consists of five teachers that develop an interdisciplinary approach to instruction. The teachers integrate the first team's expertise into the needs and activities of each individual education plan.

CONTACT PERSON -

Mr. Larry V. Montgomery, Wilkinson Street School, 961 Leestown Road, Frankfort, KY 40601 (502)223-8043

91. TITLE OF PROGRAM/PROJECT

Urban Adventures

TARGET AUDIENCE

Secondary school students who have been designated as high risks in terms of dropout prevention. These students exhibit at least one of the following characteristics: poor attendance, low achievement (academic failure), poor discipline, few credits attained toward graduation, age above which is customary for their grade level.

DESCRIPTION

A. The program is designed to reach students before they drop out of school. The aim of the program is to provide another link between the student and the school.
B. Urban Adventures is a team effort with field instructors and teachers supporting the goal of teaching young people to be responsible, productive, and contributing members of our society.
C. Orientation sessions are held for students and parents to establish as much support and group identity as possible. The program starts with a screening of students in high risk grades (9-10). Activities involved students

from particular subject areas. In our school the areas English and Physical Education. Teachers have access to the Urban Adventures resource center, a supplementary curriculum and an alternative approach to education integrated into the traditional structure.

D. The program involves many structured educational field experiences. The students participate in trips in the city and the surrounding rural communities. The students participate with parental permission and with supervision. The activities include work climbing in Central Park and Upstate, camping trips, canoe trips, and skiing, and a 24 hour experience in Manhatten.

E. A group has been formed at Eastern District High School and has participated in its first Urban Field trip. The students were taken ice skating. We have found the program to be of interest to many students and more activities are planned.

CONTACT PERSON -

Bob Gookin - Urban Adventures, Eastern District High School, 850 Grand Street, Brooklyn, NY 11211 (718)963-3596

92. TITLE OF PROGRAM/PROJECT

TLC (Teens Learning to Care)

TARGET AUDIENCE

Young women (14-19) who are either pregnant or have dropped out of school because they have a child

DESCRIPTION

TLC has been operating 8 years. It meets academic, personal and child care needs of young women. Students receive instruction on pregnancy, delivery, child care and general health and nutrition information. Regular academic classes are also provided. Both basic requirement classes, and specialized electives such as Parenting and Life Skills to meet the special needs of our teen parents. Child care is a very important service to the students. There is a licensed nursery which will take newborns at 3 weeks so students can return to school. Child Care is provided through preschool for older children. Personal counseling and home visits are an important part of the program.

CONTACT PERSON -

Karen Eckert, Director, Oxford Community Education, 105 Pontiac Street, Oxford, MI 48051 (313)628-9220

93. TITLE OF PROGRAM/PROJECT

Alternative High School

TARGET AUDIENCE

The students are 16-18 who cannot be successful in the regular high school environment but can be successful in a different environment.

DESCRIPTION

The program is held in a building away from the high school. Students have one main teacher and two part-time teachers. These part-time teachers teach most of the time in the Adult High School. Grades are issued on short marking periods. Each lasts 3-4 weeks, in order to provide immediate reinforcement. Classes are basic, small and self-contained. They meet from 8:15-2:20. There are 5 classes altogether. Classes include Math Lab 1 & 3, Reading Lab 1, 2, 3 & 4, English, Life Skills, U.S. History, Geography and Job Club. Reading and Math labs are independent study programs.

CONTACT PERSON -

Jef Rohrer, Director, Carson City-Crystal Area Community Education, 213 E. Sherman Street, Carson City, MI 48811 (517)584-3300

94. TITLE OF PROGRAM/PROJECT

The Loomis High School

TARGET AUDIENCE

16-19 year olds who have been out of school at least one semester, or have permission from home district.

DESCRIPTION

Loomis serves several surrounding districts. There is no tuition and transportation is provided. Students are given alot of responsibility to help make school rules. J-Board enforces rules and teachers and students each have one vote. Students work at own level and pace. Much learning takes place outside classroom. Loomis is aimed at students who felt ignored by regular high school and did not like large class size. The size of the school will never exceed 50.

CONTACT PERSON -

J. Mellema, Freemont High School, Fremont Public Schools, 220 W. Pine Street, Fremont, MI 49412

95. TITLE OF PROGRAM/PROJECT

Pine Street Alternative High School

TARGET AUDIENCE

14-18 year old students who have had attendance, behavior or achievement problems. Special Ed or violence prone students are not admitted.

DESCRIPTION

Home school students, teachers, parents, casworkers, counselors or principals can make referrals. New students begin anytime there's an opening. The day runs from 7:30-1:30. Academics is the primary focus. There are 6 assigned and 1 optional class. Classes are basic and as individual as possible. Three mods are used for grouping. Mod I - 14-16 year olds, Mod II - 15-17 may return to home school. Mod III - 17-18 will probably complete through adult education. Other parts of the program include testing and assessment, homework, field trips, assemblies, special programs and student council.

CONTACT PERSON -

Robert Horton, Vine Street Alternative School, 604 W. Vine Street, Kalamazoo, MI 49008 (616)384-0534

96. TITLE OF PROGRAM/PROJECT

Options

TARGET AUDIENCE

16-20 year old students who have dropped out of school

DESCRIPTION

Classes meet in a separate setting from the high school. Students come by way of referral from principals, counselors, friends, and court. Classes are small and basic. Emphasis is on individual instruction and counseling. Positive reinforcement is the focus of the program. Field trips, special programs, volleyball and gym days are planned. Students attend Monday-Friday, 8:20-1:30 and they take 5 classes.

CONTACT PERSON -

Karen Eckert, Oxford Community Education, 105 Pontiac Street, Oxford, MI 48051 (313)628-9220

97. TITLE OF PROGRAM/PROJECT

Otsego Alternative High School

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

The Otsego Alternative High School stresses the individualized approach to education. Each student is tested and placed according to ability and then proceeds at his/her own rate. There are no set class periods and a student may opt to work on any of their four subjects at a time of their choosing unless directed differently by a staff member.

Students keep track of their own accumulated hours in a book provided for them. With the successful accumulation of 75 hours in subject, one half credit would then be granted.

The school hours are from 10:00 a.m. to 2:30 p.m. with a half hour break for lunch. Students are responsible for their own transportation. Classes are held away from regular high school campus. Once a student enrolls in the Alternative High School, he gives up all rights to attend regular high school events unless those events are open to the general public.

Curriculum

The Otsego Alternative High School will consist of the following curriculum offerings:

A. Core Curriculum
B. Employability and life skills
C. Independent studies
D. Vocational

Graduation Requirements

Graduation requirements for the Alternative High School will be the same as the high school program for those students who plan on graduating with their class. Students who plan to graduate with their class must earn their last 5 units of credit in the regular high school program.

Students who do not graduate on time may earn the necessary credits for an Otsego High School diploma through the adult education program with the last one half unit of credit to be earned in the adult education program.

Student Responsibilities

1. Be in attendance on a regular basis
2. Respect themselves and others
3. Avoid disruptive behavior
4. Avoid use of drugs and alcohol

CONTACT PERSON -

Robert McParlan, Community School Director, 538 Washington Street, Otsego, MI 49078

98. TITLE OF PROGRAM/PROJECT

Fruitport Alternative Education Program

TARGET AUDIENCE

Students of sophomore to senior status who are not or have not been successful in the regular high school

DESCRIPTION

Design

A. This program is designed to serve those who have not been successful in regular high school for reasons as varied as follows:
   1. Attendance
   2. Family problems
   3. Low self-esteem
   4. Pregnancy
   5. Need for individual instruction
   6. Academic problems
   7. Uncomfortable in a large group
   8. Loss of credit
   9. Lack of self discipline
B. The program used class size, individualized instruction, pre and post testing in math and reading, positive reinforcement and improvement of self-concept to achieve high success with students.
C. Within the structured environment there is enough flexibility to allow for creativity, individuality and cooperation.
D. The program is staffed by two full-time teachers and a full-time aide to serve the 30-35 students.

Referral

A. Students may be referred to the Alternative Education Program by the high school administration, counselors, teachers, parents or students themselves.
B. Once the student is referred, their name is added to the list of potential students.
C. When an opening occurs in the program, all the names on the list are discussed by the high school administration, counselors and the Alternative Education Director. As a committee they; decide who would best be served by the Alternative Education Program.
D. The Director will contact the students and parents and set up a meeting to explain the Alternative Education Program.
E. The final meeting is held at the Alternative Education Program with teachers, parents and student. A commitment is made by all to make the student a success in this program.

Instruction

A. Instruction will be in the basics, math and English will be special priorities.

B. Classes will be offered to fulfill the requirements for graduation.
C. Students work on an individual basis in their subject areas. Course work will be designed for the student's ability.
D. Small group instruction is included to provide for class discussion.

CONTACT PERSON -

Norm Heerema, Alternative Education Director, Fruitport Adult/Community Education, 305 Pontaluna Road, Fruitport, MI 49415

99. TITLE OF PROGRAM/PROJECT

Teen Parent Educational Opportunity

TARGET AUDIENCE

Teen mothers and their children in University City who have dropped out of school because of problems with pregnancy and child care

DESCRIPTION

Teen parent educational opportunity is funded by the Danforth Foundation and the University City School District Adult Basic Education Department. The project provides an educational opportunity for teen age mothers who have dropped out of University City High to complete their high school education either by obtaining a G.E.D. or working towards returning to high school. Child care is provided by qualified child care specialists in the same church facility (St. James Lutheran Church, 1401 N. Hanley) while the mothers study. The program runs 3 mornings a week utilizing a classroom and nursery of the church.

Presentations on parenting and child development as well as on job opportunities and other life management skills are included incorporating outside experts in these areas as well as University City school personnel.

This is a pilot program which started in the fall of 1985.

Girls are referred to the program by the school nurse, by word of mouth, telephone and door to door recruitment as well as through ads, public service announcements, etc.

CONTACT PERSON -

Martha Kohn, Project Coordinator, Teen Parent Educational Opportunity % English Language School, 7091 Olive Blvd., St Louis, MO 63130 863-3051

100. TITLE OF PROGRAM/PROJECT

Sault Ste. Marie Area Public Schools - Alternative Education Center

TARGET AUDIENCE

Secondary Students - 15-22 years of age - Grades 9-12

DESCRIPTION

The Alternative Education Center is a store front school providing high school credit classes and G.E.D. completion to individuals who have encountered difficulties adjusting in a traditional school setting.

The school consists of a 180 day school year with school hours from 8:00 a.m.-4:00 p.m., Monday-Friday. Students schedules are adjusted to allow for A.M. or P.M. academic classes, work experience, co-op training and opportunity to enroll in the Salt Area Skill Center class offerings.

Students are eligible to earn their high school diploma, G.E.D. Certificate and a two year vocational certificate.

CONTACT PERSON -

Mr. A.E. Tipton, Alternative Education Center, 115 Ashmun, Sault Ste. Marie, MI 49783

101. TITLE OF PROGRAM/PROJECT

School Option for Success (SOS)

TARGET AUDIENCE

16-20 year olds, out of school at least one semester, academic achievement below ability level, absenteeism and tardiness pattern, inability to function properly within the traditional classroom, approval from Principal, Community Education Director and parent.

DESCRIPTION

Organization

The program differs from conventional classes - not in curriculum, or what is taught, but in the methods of instruction and materials, or how students are taught. A strong emphasis is placed on basic skills of reading, writing, and computation plus life skills such as consumerism, career guidance, decision making, healthful living, etc. Students will enroll voluntarily and performance will be monitored according to contracts addressing academic achievement, behavior and attendance.

Program Schedule

4 days per week-Mon., Tues., Thurs., Fri.
30 weeks per year
9:00 a.m. - 2:30 p.m.
Perry Education Center

9:00 - 11:00	Basic Skills-Lab
11:00 - 11:15	Break
11:15 - 12:15	Language Arts
12:15 - 1:00	Lunch/Recreation
1:00 - 2:30	Life Skills/Counseling/Special Units

Goal

The school Option for Success program will provide an alternative educational experience to students with emphasis on developing responsibility, respect, resourcefulness, and responsiveness.

Student Responsibilities

Contracts will address performance in academic achievement, behavior and attendance. Students who choose to break their contract will have indicated their choice to withdraw from the SOS program until the beginning of a new semester.

Students must be in attendnace 80% of the time. Tardiness beyond 15 minutes will be recorded as 1/2 day absence and student may not join program activities until 11:15. (Limit set for 5 absences and 5 tardys per semester)

Discipline for demonstrations of lack of respect will be dealt with as follows: first, warning; second, dismissal for the day; third, broken contract. (Use of drugs or alcohol or carrying of a weapon will require immediate dismissal)

Students will be responsible for increased academic achievement in efforts of reaching their potential.

CONTACT PERSON -

Kay Reed, Director, Grand Blanc Community Education, 11920 S. Saginaw Street, Grand Blanc, MI 48439

102. TITLE OF PROGRAM/PROJECT

Brandon High School - Alternative Education Program

TARGET AUDIENCE

The Alternative Education Program is designed for 16-19 year old students who have not attended school for at least one semester, or have not met with success in the traditional high school setting and are referred by a high school principal.

DESCRIPTION

The Alternative Education Program is an extension of the Brandon High School. The same graduation requirements, records, and procedures as the high school apply. The class size is small (15 students/teacher) and personalized study programs reflect the abilities and interests of each student. Students participate in planning programs with staff. Students have the opportunity to participate in vocational, work experience, or community service to earn credit. Various success-oriented methods of teaching are used within this program.

The classrooms are located in the Community Services Building, away from the distractions of the high school. This setting provides students a variety of other porgrams in which they may participate.

The alternative curriculum is an integrated part of the high school curriculum. School hours are from 8:00 a.m. to 12:00 noon, Monday through Friday for instruction in math, language arts, social studies, computer literacy, and physical activities. Students participate in work, vocational, and community service experiences during the afternoon.

The goals emphasize that students: acquire and improve their academic skills; improve attendance patterns; earn credits toward high school diploma or pomotion to a higher grade; develop socially desirable behavior patterns (ie. self-discipline, dependability, good judgement, manners); develop self-confidence; acquire basic decision-making skills; develop acceptance of others; and attain competence for the entry into the world of work.

CONTACT PERSON -

Tom Hildebrandt, Teacher, Alternative Education Program, Community Services Building, 209 Varsity Dr., Ortonville, MI 48462 627-4981 ext. 237

103. TITLE OF PROGRAM/PROJECT

The Community High School

TARGET AUDIENCE

Drop-outs, ages 16-22, must be out of school one complete semester before they are eligible unles they are 18 and older.

DESCRIPTION

A. The school is designed for students who have dropped out and want a diploma. They must be out of school one complete semester before they are eligible unless they are 18 or older.
B. Those students under 18 must have Juvenile Court referral

and also be approved for admittance by the high school principal.

C. Those 18-22 may come on own or Department of Social Services may refer them.
D. Instruction is in Math, English, Science, History/American Government and an elective.
E. Class meets 5 hours a day, 5 days a week with 80% attendance required.
F. Diploma is issued by Consolidated Community School Services through Tahquamenon Area Schools. Graduation requirements are made by Community Schools.

CONTACT PERSON -

Nancy Corl, Community School Coordinator, Newberry High School, Newberry, Michigan 49868

104. TITLE OF PROGRAM/PROJECT

Madison District Public School AEP

TARGET AUDIENCE

Secondary students who have withdrawn from school

DESCRIPTION

This program is designed for students who have dropped out of school and want to return or who are recommended by a screening committee. The program provides an option not only for dropouts but also for potential dropouts. It provides the students with an opportunity to attend school and gain work experience.

Students receive instruction in reading, mathematics, and employability skills. Students must attend classes for a minimum of three hours per day.

CONTACT PERSON -

Mr. Al Macknis, 25421 Alger, Madison Heights, MI 48071

105. TITLE OF PROGRAM/PROJECT

Alternative Center for Education

TARGET AUDIENCE

Students of the Redford Union School District who face expulsion or suspension from junior or senior high school due to poor academic performance, absenteeism, or discipline problems.

DESCRIPTION

The goal of the program is the successful re-integration of the student into his/her respective home, school and community en-

vironment. Students are placed in small classes, often in small group or tutorial settings with a teacher who is empathetic while having expectations of success for the student. Students do classroom assignments and engage in physical exercise and activities.

CONTACT PERSON -

Robert Schramke, Ph.D., Redford Union High School, 17711 Kinloch, Redford, MI 48240 (313)592-3398

106. TITLE OF PROGRAM/PROJECT

St. Louis School Age Parent Program

TARGET AUDIENCE

Area pregnant teens, young mothers, interested fathers up to age 22 who have not completed high school.

DESCRIPTION

Design

The St. Louis School Age Parent Program is designed to provide educational alternatives to school age parents and pregnant adolescents. High interest classes, such as Child Development and Parenting Skills, are designed for the special needs and interests of the teenage parent group. Several options for completing his/her high school diploma are also available.

Instruction

A Parenting and Child Development class is required. In addition, students may choose to take traditional academic areas of instruction through an on-site learning center or at the alternative education program (A.C.E.) in Alma. These classes include:

-Consumer's Math
-English
-American History
-Government
-Science
-Family Skills
-Home Economics

Evening vocational classes are available.

Referrals & Purpose

Eligible students will be referred by area secondary school principals and counseling departments or can enroll themselves if already of the traditional high school setting. The focus of the program is on students who are pregnant or are young parents and who do not have positive support systems from family and peers. Our goal is to provide options for young parents to choose extensive child development, parenting and home econom-

ics classes or to combine child development classes with traditional classes while working toward a high school diploma.

CONTACT PERSON -

Gary Goetzinger-Community Education Director; Linda Johnson-Assistant Community Education Director, St. Louis Community Education, 129 Michigan Ave., St. Louis, MI 48880 (517)681-5405

107. TITLE OF PROGRAM/PROJECT

In-School Suspension Program or ISSP

TARGET AUDIENCE

Students who are suspended from school

DESCRIPTION

The program is designed to keep students who are suspended in school. They are allowed to keep up with school work and to remain in school, but out of the regular school environment. Academic and counseling services are provided.

In some cases, parents are responsible for transportation to school. Parents are involved and must agree to all stipulations. The program has been successful, since many parents like to keep their children in school.

CONTACT PERSON -

Mrs. Joyce N. Broussard, Box 189, Ascension Parish School Board, Donaldsonville, LA 70346

108. TITLE OF PROGRAM/PROJECT

Swartz Creek Community Schools Community Education, School of Choice

TARGET AUDIENCE

Grades 9-12, students who exhibit one or more of the following: inability to function properly within the traditional classroom; academic skill development below ability level; general recognition as an underachiever; a pattern of behavior problems, absenteeism and tardiness

DESCRIPTION

The goals and objectives of the School of Choice are to reduce the alienation and improve the self-image of the student, with the expectation of obtaining the following: attitude toward school will improve for students; interaction of student with peers, parents, and adults will show improvement; attitutde of

parents of the students toward school will improve; the involvement of parents of students with the school will increase; academic achievement for the group will improve; grade point average of students will be enhanced; attendance will improve; tardiness will decrease; discipline referrals will be reduced; school suspensions will decrease; number of dropouts will decline.

This Center is housed outside the regular high school and stresses flexible student scheduling, i.e., the student may combine schooling and a job. The Center is open mornings, afternoons and evenings for maximum individualized programming for each student.

The School of Choice concept was created to expand the opportunities for education to those who are least educated and most in need of education. Typically, these students are between the ages of 15-18 years, and have accumulated very few credits in the regular high school setting. Compounding their learning problems are often lack of reading skills and for some, psycho-social maladjustment.

With its emphasis on appropriate instructional programs and a reading lab staffed by a reading specialist, the School of Choice is a resource center wherein a student may learn not only the basics, but may also identify possible careers and gain life experience in holding a job, either full or part-time. Essentially, the community is the classroom. The student may have the option of attending the regular high school or the Skill Center for part of each day. Each student's needs are the priority in the School of Choice.

CONTACT PERSON -

Gary A. Huffman, Director Community Education, 8197 Miller Road, Swartz Creek, MI 48473

109. TITLE OF PROGRAM/PROJECT

School Within a School

TARGET AUDIENCE

All ability levels - who are under-achievers and/or might have attendance problems

DESCRIPTION

SWS is designed to help motivate and bring success to students who have the potential to succeed in school but are not. Major emphasis in curriculum is in the area of social studies and English. Individual attention is given to the academic, social and emotional needs of each student. Students are referred by counselors, assistant principals, and other students. Credits are earned by semester, each class equals one-half credit. Emphasis is placed on open communication between student and staff.

Staff acts as liaison for students with teachers, parents. Career counseling, short-range, long-range problem solving, referrals for outside intervention are provided by the staff.

Program has been in operation for 10 years.

CONTACT PERSON -

Charles Domstein-Department Chairman; Maxine Grant-Department Aide, Oak Park School District, 13900 Granzon, Oak Park, MI 48237 548-0200

110. TITLE OF PROGRAM/PROJECT

Positive Discipline Program

TARGET AUDIENCE

High School Students

DESCRIPTION

The goals of the project are fourfold. They are to create a more positive image of the school in the community, recognize appropriate student behavior, place the individual instructor in a positive position with respect to his/her students and those students' families, and reinforce contributions of the staff members to the school.

This program uses a number of positive PR techniques which have been most effective in promoting higher school attendance on the part of the students.

In dealing with individual students, we find the student engaged in some positive activity and recognize him for it. Some of the recognition has come from good attendance.

Annually, this county enjoys the highest or second best attendance in the state of Maryland.

CONTACT PERSON -

James H. VanSciver, Principal, Pocomoke High School, R.F.D. 2, Box 195, Pocomoke City, Maryland 21851 (301)957-1484

111. TITLE OF PROGRAM/PROJECT

Berkley High School Special Education Work Study Program

TARGET AUDIENCE

Special Education Students who have been unsuccessful in a full day program

DESCRIPTION

The goals for these students are: 1) to keep them enrolled in school, 2) to maintain academic content and learning in their day, 3) to reduce the feelings of school-related frustration through a shortened day, 4) to provide real-world job training experience and support through a Work Study job site.

Resource Room Instruction

The resource room hour was initiated to provide Work Study academics. Work Study students are scheduled into this resource room hour at the beginning of each semester and/or during any card marking. Instructional materials are selected according to the student's academic ability, and are most often related to the world of work. Instructional content such as math, or English are provided through high interest series to provide students with survival skills. For those students requiring more than one hour of resource room time, a team approach is arranged with another special education teacher.

Work Study Class

The Work Study related class focuses on the realities of survival and success on the job. All Work Study students are required to take this class. Learning experiences are provided through lectures, group discussions, role playing, individual job counseling, workbooks, textbooks, and audio-visual materials, all related to succeeding in the world of work. Students are also provided with information on professions and employment in the community.

Job Site Monitoring

Once employment is secured and the student begins work, a Work Study Individual Training Agreement is completed with the employer and the student. This agreement is required by law, and may be used as a substitute for a Working Permit. The agreement details the place, hours, and type of work to be done by the student.

CONTACT PERSON -

Mel Clayton, Coordinator, Special Education Department, 2077 Oxford, Berkley, MI 48072

112. TITLE OF PROGRAM/PROJECT

Swartz Creek School of Choice

TARGET AUDIENCE

Dropouts under 18, students who have not adapted successfully to conventional settings, high school students who wish to earn credits to catch up with their class, pregnant girls, students referred by probation and similar authorities, students subject to substance abuse (students are accepted from other school districts).

DESCRIPTION

Admission

The Director interviews all prospective students along with their parents or guardians. At this time, the structure and rules of the school are clearly laid out, and both student and parents sign an agreement to abide by the terms of admission.

Structure

The school is open several times during the week - morning, afternoon and evening - so that students who either go to school or work have the opportunity to attend.

Students must put in 60 hours per semester in each subject they choose for credit. Although it is strongly recommended that they sign in for 3 and 1/2 hour blocks, allowances are made for small blocks if other commitments intervene.

To facilitate this kind of schedule, work is apportioned in units of independent study. A certified teacher is in attendance at all times. These subjects are available:

- General Math
- Consumer Math
- Business Math
- Pre-algebra
- Michigan History
- Government
- Physical Science
- Human Biology
- Reading
- English I and II

Selected students may also enroll in adult education classes on a probationary basis.

Each subject teacher specifies a minimum number of assignments with a minimum grade for earning credit. Work done over and above the minimum counts towards higher grades.

A resource teacher is on duty each time the center is open, and students receive much individual help and counseling. The Director or Assistant Director is available at all times for referral.

Some students carry six subjects; some carry only one.

Course material, except for reading, is set at about 8-9 grade level. Reading placement is based on tests given at admission.

Sometimes students may check their work at once from a key; otherwise, they will find their corrected papers in their folders when they return for the next session. Quick feedback is considered important.

Rules are few and uniformly applied. Dismissal for the day, which requires the student to put in extra time to fulfill his

credit requirements, is the most commonly used penalty for infractions.

Referral and counseling for substance abuse is an integral part of the program, and is conducted in cooperation with local agencies.

A job training seminar is also available each semester.

Keynote

Independence and responsibility! Students are entirely responsible for fulfilling time and work requirements. If they fail, there are no recriminations: they discover in their own time which shortcomings of their own brought it about.

CONTACT PERSON -

Gary Huffman, Director, Swartz Creek Community Education, 8197 Miller Rd., Swartz Creek, MI 48473

113. TITLE OF PROGRAM/PROJECT

Lincoln Downtown Education Center Alternative High School Program

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

Design

A. This program is set up to assist students before they drop out of school.
B. This program is designed for the students who are not able to succeed in the general school population for such reasons as: poor attendance, low achievement, lack of self-discipline, loss of credits, etc. However, it is not designed for certain students, i.e.,:
   1. Exceptional Education/Special Education Students;
   2. Students with extreme disciplinary problems;
   3. Students 18 years of age or older will not normally be admitted.

Referral

A. Students must have been enrolled in a high school program.
B. Students may be referred by school personnel or community agencies.

Instruction

A. This is a four-year, diploma-granting program.
B. Students follow same curriculum as in regular high schools.
C. Students have the option of attending vocational education classes.
D. Students attend class on a full-day basis.

CONTACT PERSON -

Dr. Harold E. Zirbel

114. TITLE OF PROGRAM/PROJECT

Alternative High School Completion Program

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

Design

A. This program is set up to assist students before they drop out of school.
B. This program is designed for the students who are not able to succeed in the general school population for such reasons as: poor attendance, low achievement, lack of self-discipline, loss of credits, etc. However, it is not designed for certain students, i.e.,:
   1. Exceptional Education/Special Education Students;
   2. Students with extreme disciplinary problems;
   3. Students 18 years of age or older will not normally be admitted.

Referral

A. Students who have not obtained required credits for Junior status.
B. Students may be referred by school personnel or community agencies.

Instruction

A. This is a two-year, diploma-granting program. Students attend academic classes for part of the day and are enrolled in volunteer, vocational or actual work the other part of the day.
B. Students receive a regular diploma upon completion of the program.

CONTACT PERSON -

Dr. Harol E. Zirbel

115. TITLE OF PROGRAM/PROJECT

GED Program

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

Design

A. This program is set up to assist students before they drop out of school.
B. This program is designed for the students who are not able to succeed in the general school population for such reasons as: poor attendance, low achievement, lack of self-discipline, loss of credits, etc. However, it is not designed for certain students, i.e.,:
   1. Exceptional Education/Special Education Students;
   2. Students with extreme disciplinary problems;
   3. Students 18 years of age or older will not normally be admitted.

Referrals

A. Students 17 years or older who cannot obtain regular high school diploma can be referred.
B. Referrals can be made by school personnel or by community agencies.

Instruction

A. Instruction is centered around the content areas of the five required tests.
B. Upon successful completion of the five required tests, students receive a GED Certificate/High School Equivalency Diploma.

CONTACT PERSON -

Dr. Harold E. Zirbel

116. TITLE OF PROGRAM/PROJECT

Alternative High School Program

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

Design

A. This program is set up to assist students before they drop out of school.
B. This program is designed for the students who are not able to succeed in the general school population for such reasons as: poor attendance, low achievement, lack of self-discipline, loss of credits, etc. However, it is not designed for certain students, i.e.,:
   1. Exceptional Education/Special Education Students;
   2. Students with extreme disciplinary problems;
   3. Students 18 years of age or older will not normally be admitted.

Referrals
A. Student must be enrolled in a secondary school program.
B. Students may be referred by school personnel or community agencies.

Instruction
A. Students attend classes on a half-day basis.
B. Instruction is centered around basic skills content.
C. Students attend vocational training courses for part of the day.
D. Students may be involved in actual work or volunteer work for part of the day.

CONTACT PERSON -

Dr. Harold E. Zirbel

117. TITLE OF PROGRAM/PROJECT

Wisconsin Youth Initiative Program

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

Design
A. This program is set up to assist students before they drop out of school.
B. This program is designed for the students who are not able to succeed in the general school population for such reasons as: poor attendance, low achievement, lack of self-discipline, loss of credits, etc. However, it is not designed for certain students, i.e.,:
1. Exceptional Education/Special Education Students;
2. Students with severe mental or social retardation;
3. Students with extreme disciplinary problems.

Referrals
A. Students who are not interested in attending a regular school program are eligible.
B. Students may be referred by school personnel or outreached by community agencies involved in the program.

Instruction
A. Classes are conducted in community agencies with public school teachers coordinating academic classes.
B. Instructional content is based on a basic skills format.
C. Students can obtain a regular high school diploma or a GED/High School Equivalency certificate upon completion.

CONTACT PERSON -

Dr. Harold E. Zirbel

118. TITLE OF PROGRAM/PROJECT

Adolescent Parent Program

TARGET AUDIENCE

Students with a doctor's statement confirming pregnancy through the end of semester following the birth of their babies.

DESCRIPTION

Classes meet from 8:15 to 12:45 daily at the Elmwood Alternative Center. All classes required for graduation are offered plus home economics and business education. Home Economics is strongly recommended since major emphasis is preparation for child birth, child care and development, nutrition, and parenting skills. Students participate in a course that provides two class periods per week of group counseling, two class periods of adaptive physical education, and one class period with a school nurse.

Appropriate agency support is available on a regular basis. Family and Children's Services provides a social worker for direct services counseling three mornings per week. Oesterlen Services for Youth, the adolescent mental health agency, provides a therapist to co-facilitate group counseling once each week.

Support services include school bus transportation for students who live more than one mile from the Center. A lunch program provides a hot meal free or at a reduced cost to most students.

CONTACT PERSON -

JoEtta Cooper, Springfield City Schools, 50 East McCreight Avenue, Springfield, Ohio 45504

119. TITLE OF PROGRAM/PROJECT

Alternative Educational Schools of Optional Programs (AESOP)

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

Design

A. Our program is designed for potential drop out students before and/or after they drop out of school.
B. AESOP is designed for students who are not functioning successfully in the general population (school and community) for the following reasons: disruptive and destructive behavior in school and/or in the community, involvement in the courts, pregnancy, poor self-esteem, academic failure and truancy.

Referral Procedure

A. Students may be referred to AESOP by professional recommendations (counselors, teachers, administration); self referral; parental referral; court referral.

Instruction

A. English, math, business and science are the basic courses offered in AESOP.
B. Vocational School (COPE, RCTC) work experience are elective credit courses available to students while in AESOP.
C. Academic credit is awarded based on time spent in a given semester.
D. Students are not permitted to be tardy to class or leave a class early except for scheduled school bus transportation.
E. Course content is based on the Course Handbook used by the counseling department for the regular high school program.
F. Regular attendance, cooperation and work production are the requirements for students to have success in AESOP.

CONTACT PERSON -

Eddie M. Nelson, Willow Run Community Schools, Ypsilanti, Michigan 48197

120. TITLE OF PROGRAM/PROJECT

Capitol Alternative Program

TARGET AUDIENCE

Secondary School Students - ages 14-18

DESCRIPTION

Design

A. The program is set up to meet the needs of students who have been unable to succeed in the traditional high school for such reasons as: truancy/poor attendance, low achievement, lack of self-discipline, and behavioral problems.
B. The program serves students from the ages of 14 to 18. The program mainstreams Special Education students into the regular classes and offers a G.E.D. component.

Referral

A. Students can be referred to alternative education from the following sources: assistant principals and counselor from sending schools, caseworkers and probation officers with the Department of Social Services and Probate Court, parents, students desiring placement and personnel in Student Services.
B. The process of admittance can be initiated by any of the above when a referral is made to the Student Services office. Personnel at Student Services request a confer-

ence with students recommended for the program and with their parents. At this conference, student services can determine what the actual needs of the student are and then make a determination as to what program will best suit those needs.

Instruction

A. Instruction is based upon curriculum requirements for graduation from the Lansing School District.
B. Effective instruction is facilitated through the Quest curriculum which every student is enrolled in.
C. Students may enroll in G.E.D. class and work towards completion of the General Education Diploma.
D. Student may elect to take vocational classes and are then mainstreamed into the Lansing School Districts vocational program.
E. Students may take Driver Education classes offered twice a year or earn credit in the work study component (one credit per semester may be given for work experience).
F. Regular attendance is critical to a student remaining in the program.

CONTACT PERSON -

Charles Phillips, Coordinator, Alternative Education Program, 1030 South Homes Street, Lansing, MI 48912

121. TITLE OF PROGRAM/PROJECT

Longfellow Alternative Learning Center

TARGET AUDIENCE

Students, 9th grade through 12th grade, who have either previously "dropped out" of school and wish to return or who are on the verge of "dropping out" due to poor attendance, lack of class participation, home duties, irregular job hours, or general inability to function in the home school situation. Students range in age from 15-19.

DESCRIPTION

The program reflects a concerned response on the part of the school system to the need for a program sensitive to the educational and psychological needs of those students who have been unable to succeed in their home schools. From a modest beginning in October, 1973 involving ten students, four teachers, and a limited curriculum, it has grown to a program serving 600 students, a faculty of thirty-five, and a curriculum including all subjects necessary to meet graduation requirements plus several intensive vocational offerings. This includes a nursery with corresponding practical instruction in child care.

Instruction is individualized and a highly personalized approach is used to try to reinvolve the students in the educational process. Student schedules are flexible allowing for

job and family responsibilities. Work experience is considered an integral part of each student's curriculum. All credits earned are sent to the home school where students' permanent records are maintained. Clock hours of instruction and proficiency are the determining factors for awarding credit as opposed to semester increments of time. Students may return to their home schools at appropriate intervals. Those who complete their graduation requirements at the Center may participate in the home school graduation exercise if they so elect.

Applications for prospective students are accepted from home schools, community agencies and court authorities. Self referred applicants are enrolled when it is apparent the program will benefit them and past home school administrators agree.

Financing is accomplished with funds from the general fund of the Dayton Public Schools and unit and special needs funding from the vocational education division of the State of Ohio Department of Education.

CONTACT PERSON -

John Nealon, Program Administrator - (513)223-8239; Steve Vegso, Asst. Administrator - (513)223-7700; Ms. Rebecca Pressel, Counselor - (513)223-8239; Dayton Public Schools, Longfellow Alternative Center, 245 Salem Avenue, Dayton, Ohio 45406

122. TITLE OF PROGRAM/PROJECT

P.A.S.S. - Phoenix Alternative Secondary School

TARGET AUDIENCE

Dropouts 16 years and older, pregnant adolescents and school age fathers.

DESCRIPTION

Design

A. This program serves those students 16 years of age and older who have dropped from school. They must have been out of school for at least 1 semester.
B. Referrals directly form Jonesville High School may be made upon the unanimous recommendation of an admitting board.
C. School age parents or pregnant adolescents are admitted at any age.
D. This program is designed for students who are unable to succeed in the traditional school program due to poor attendance, low achievement, lack of self-discipline, loss of credits, and social maladjustment.
E. The program is limited to 40 students. We have two instructors, 1 bus driver, and 1 nursery aide. The counseling and administrative tasks are handled by the

teaching staff.

F. A student government creates the school's rules and regulations and also handles any attendance or discipline problems. Major policy changes must be approved by the teaching staff.
G. P.A.S.S. is housed in a self-contained module.

Instruction

A. We offer 4 classes operating from 8:30 until 12:20.
B. P.A.S.S. has an optional component in the afternoon for students who wish to earn extra credit by working on independent studies.
C. P.A.S.S. has the same distribution requirements as the traditional Jonesville High School program.
D. We stress basic skills development on an individual basis.
E. We have an informal, relaxed, adult atmosphere.

CONTACT PERSON -

Dennis Deeg - Director, 401 E. Chicago Rd., Jonesville, MI 49250

123. TITLE OF PROGRAM/PROJECT

Helix

TARGET AUDIENCE

Out of school youth ages 16-20

DESCRIPTION

The program is designed for students who have dropped from school. Designed for students who were not experiencing success in day school program because of peer problems, poor attendance, lack of motivation, emotional problems, etc. The students generally have academic skills (math and reading) of 8.0 or better. Students usually come to us on their own. High School counselors will often refer a student to us when they know a student is going to drop from school. Instruction (3.5 hours per 4 days per week) includes 2 academic choices and one elective. Each program is individually designed. Academic choices include English, math and social studies. Electives include student choices (art, music, etc.) and/or group activities. (Decision making skills, career educ., drug educ., etc.) Students may enter other adult classes for afternoon instruction (science, American Government, etc.) or may have co-op experience or career center program (vocational training). Regular attendance is important to a student's retaining a place in the program. (60 hours = 1/2 credit)

CONTACT PERSON -

Ms. Maria Layman, Adult Education Coordinator, Haslett Public Schools, 5450 Marsh Road, (517)339-1877

124. TITLE OF PROGRAM/PROJECT

Orchard View Alternative High School (OVAHS)

TARGET AUDIENCE

Secondary high school students, grades 9-12, 16-19 years of age.

DESCRIPTION

Design

A. OVAHS assists students before they drop out of school.
B. OVAHS exists to help students not able to succeed in the regular high school program because of poor attendance, poor achievement, low self-image, discipline, pregnancy, loss of credits, etc. Those excluded include:
   1. Special Education/resource room students.
   2. Students with severe mental, psychological, social problems.

Referral

A. Student referred by self, parent, principal, counselor, courts.
B. Students admitted upon principal approval and alternative high school teachers' concurrence.
C. Students commit to program and then meet with OVAHS teachers for program orientation (meeting includes parent/guardian).

Instruction

A. Students remain in program for two years or upon earning 10 credits; upon completion they transfer to the Adult Education program.
B. Courses taught: U.S. Government, U.S. History, drafting, woodshop, sociology, English, science, general & consumers math, reading and speech communication.
C. Students may concurrently enroll in high school classes offered after OVAHS program hours.
D. Students may enroll in vocational programs and/or co-op work program if of junior/senior status.
E. Program operates on a quarterly system; each 9 weeks a quarter credit is possible in each class. OVAHS teachers control grades/credits.
F. New students may be admitted at the start of each new quarter.
G. Regular attendance (85%) is required; students who fall below are put on a weekly report card.

CONTACT PERSON -

Mr. Richard Brothers, Principal, Orchard View High School, 2310 Marquette Ave., Muskegon, MI 49442-1498

125. TITLE OF PROGRAM/PROJECT

Godfrey-Lee Young Adults

TARGET AUDIENCE

Students in Grades 9-12

DESCRIPTION

The Young Adult program is designed for students who are not successful or happy in a regular high school setting. Typically, students who attend are underachievers, have attendance problems, lack self-discipline and do not identify with the normal high school population. Our philosophy reinforces the concept that youth, making the choice to be educated in an adult atmosphere, must be responsible in a consistent manner for all their actions and behavior. As a result students choose appropriate behavior if they understand the consequences. Students are attracted to the program in several ways:

1. referred by area high school principals and counselors,
2. word of mouth-especially effective when the students do the talking,
3. local agencies i.e., Alternative Directions-an extension of the Dept. of Corrections, probation officers and other alternative schools.

The program is limited to thirty students. This allows us to tailor academic programs which meet the students abilities and needs. About twenty-five per cent of our students are enrolled in a comprehensive reading program, designed to improve their reading level by two grades in one year. Course requirements, all geared toward receiving a high school diploma, include: English, math, science, government, social studies and U.S. History.

CONTACT PERSON -

Susan Meyer/Frank Musto, 1335 Lee, SW, Wyoming, MI 49509

126. TITLE OF PROGRAM/PROJECT

Out Of School Youth/Voluntary High School

TARGET AUDIENCE

16-18 years

DESCRIPTION

Design

A. This program is for students who have dropped out of the traditional high school setting.
B. The program is sponsored and administered by the Community Education as part of the Adult High School completion program. However, students meet the same total graduation

requirements as of their class at the high school would complete.

Referral and Selection

A. Students will be referred by the school principal or their assistants and the counseling departments. Students must get a letter of permission from a school administrator to attend the Out of School Youth/Voluntary High School program.
B. The students request to attend the program by a written application. Once selected by a selection committee for the program, the student and parent or guardian meet with the supervisor and make a commitment to the program.

Instruction

A. Instruction includes all required classes to meet graduation requirements plus electives, i.e., computers, personal growth, independent living, street law, art, consumer education, careers and values, and decision making.
B. Course content will be based upon final completion of a syllabus used by the Adult High School completion program.
C. Students in the Voluntary High School program will have individualized classes three-fourths of the day and group electives one-fourth of the day. The small class size of 15 to 1 allows for individual help as needed.
D. The Adult High School Completion program has control over credits and grades.
E. Academic credit will be granted on the basis of time spent in session (60 hours equals 1/2 credit), plus final completion of the total course syllabus.
F. Only graduating seniors will be permitted to leave before a semester is over.
G. Regular attendance is critical to a student remaining in the program. There is a 15 day absence allotment for a semester. Excused absences do not exist with this program.

CONTACT PERSON -

Sally Peterson, Lake Orion Community Schools, Community Education, 55 Elizabeth St., Lake Orion, MI 48035

127. TITLE OF PROGRAM/PROJECT

Intensive Learning Center

TARGET AUDIENCE

Adjudicated court youth between ages of 13-17 who would otherwise be sent to institutions.

DESCRIPTION

The Intensive Learning Center is a day-treatment educational program, based in the juvenile detention facility. All students are court ordered into the program and live with their own families or in foster homes. Our goal is to positively impact

the relationships between the deliquent and his home, school and community.

The ILC has a maximum capacity of 32 students. Staff consist of 5 special education teachers, 4 1/2 aides, one counselor and a coordinator. Course selection is based on the students skills, interest and public school requirements. A sheltered work shop is available for those students who are sixteen. There is also a GED component.

The Juvenile Court, the Kalamazoo Valley Intermediate School District, the Juvenile Home and local public school districts work cooperatively in providing staff, materials and other resources needed to build and maintain this program.

Each of our students is living out an image as a "loser", an image which the Intensive Learning Center is attempting to interrupt and reverse.

The Intensive Learning Center is proving to be a viable alternative educational placement for court involved youth.

CONTACT PERSON -

Catherine Ampey - Coordinator, 1424 Gull Road, Kalamazoo, MI 49001 (616)385-8549

128. TITLE OF PROGRAM/PROJECT

Alternate School Within A School - ASWAS

TARGET AUDIENCE

Male and female students, grades 9-12, ages usually ranging from 14-18, dropout prone, poor attenders with poor self-concept, interpersonal relationships, and inadequate mastery of basic skills.

DESCRIPTION

Staff

Alternate School Teacher - a former high school English teacher, Counselor, Assistant Principal.

Program Administration/Management

Capacity is 15 pupils, student enters ASWAS by way of a team referral, student has option to enter or not - parental approval and cooperation required; an enrollment conference is held with each new student and parent(s) - program is explained - contract signed; continuing contract is made with parent(s) by ASWAS teacher.

Length of Stay

At least one full year - many pupils begin during one year and stay for the next complete year - some pupils have returned to the regular program - some have remained in ASWAS until graduation - although not all are graduation success stories, there are other successful experiences - students have remained in school and learning until age 16 - many have remained and achieved beyond their 16th birthday.

Instructional Program

Students take English from ASWAS teacher - teaching is individualized - sometimes 1 to 1 or as much as 1 to 4 or 5, remainder of student's schedule is made up of courses in traditional classes - courses are assigned according to student needs (graduation requirements), interests, talents, capabilities, etc.- over the years pupils in ASWAS have had everything from a full schedule, 35 periods a week, to a schedule with only one class, English, for five periods a week, ASWAS teacher has also taught/teaches math (for credit) - the teacher also supplements social studies and science teaching.

Services

Counseling - individual and group - counselor provides much of the counseling but not all - ASWAS teacher provides counseling - the program's assistant principal also provides counseling, ASWAS staff holds parent group meetings.

CONTACT PERSON -

Mrs. Sharon Youmans, Sparrows Point Middle/High School, 7400 North Point Road, Baltimore, Maryland, 21219 (301)477-0750

129. TITLE OF PROGRAM/PROJECT

Clarkston Alternative Education Program

TARGET AUDIENCE

Out of school youth between the ages of 16 and 18 and/or school-age parents, their children and pregnant teens. It is a co-educational program.

DESCRIPTION

Design

A. This program is designed to help students who are unsuccessful in a traditional secondary program.
B. This program is NOT designed for students who are designated as special education, or who have severe substance abuse problems and/or those with extreme discipline problems.

the relationships between the deliquent and his home, school and community.

The ILC has a maximum capacity of 32 students. Staff consist of 5 special education teachers, 4 1/2 aides, one counselor and a coordinator. Course selection is based on the students skills, interest and public school requirements. A sheltered work shop is available for those students who are sixteen. There is also a GED component.

The Juvenile Court, the Kalamazoo Valley Intermediate School District, the Juvenile Home and local public school districts work cooperatively in providing staff, materials and other resources needed to build and maintain this program.

Each of our students is living out an image as a "loser", an image which the Intensive Learning Center is attempting to interrupt and reverse.

The Intensive Learning Center is proving to be a viable alternative educational placement for court involved youth.

CONTACT PERSON -

Catherine Ampey - Coordinator, 1424 Gull Road, Kalamazoo, MI 49001 (616)385-8549

128. TITLE OF PROGRAM/PROJECT

Alternate School Within A School - ASWAS

TARGET AUDIENCE

Male and female students, grades 9-12, ages usually ranging from 14-18, dropout prone, poor attenders with poor self-concept, interpersonal relationships, and inadequate mastery of basic skills.

DESCRIPTION

Staff

Alternate School Teacher - a former high school English teacher, Counselor, Assistant Principal.

Program Administration/Management

Capacity is 15 pupils, student enters ASWAS by way of a team referral, student has option to enter or not - parental approval and cooperation required; an enrollment conference is held with each new student and parent(s) - program is explained - contract signed; continuing contract is made with parent(s) by ASWAS teacher.

as their primary graduating class unless they have met all the same requirements.

H. Students are eligible to graduate under the Adult Education graduation requirements of 14 credits, one year after their primary graduating class has matriculated.

I. The Teen Parent component includes curriculum in Child Development, Parenting and the Anatomy and Physiology of Pregnancy. This component of the program is also co-educational.

J. The Funshine Child Center is a fully licensed center for infants from 2 weeks of age through 5 years of age. A staff of 5 provide assistance to young mothers, mothers-to-be in parenting skills and proper child care techniques.

K. Students may earn 5 credits during the school year. The program is two semesters in duration commencing at 8:30 and concluding at 1:30 daily. Each semester is 15 weeks in length.

CONTACT PERSON -

Kathleen O'Donnell, Director, Community Education, Clarkston School District, 6389 Clarkston Road, Clarkston, MI 48016

130. TITLE OF PROGRAM/PROJECT

Summer Youth Employment & Training Program, J.T.P.A.

TARGET AUDIENCE

Economically disadvantaged 14-15 year old students who are potential drop-outs because of poor attendance, low achievement, etc. who must qualify under J.T.P.A. guidelines.

DESCRIPTION

The S.Y.E.T.P. is a 6 week summer program whose purpose is to provide career education and exploration to 14-15 year old potential drop-outs so that when they become 16 years of age they decide to remain in school to obtain their high school diploma. In 1985, the fifth year of the program, 115 students from 10 school districts in St. Louis County participated.

The program is structured so that students attend four hours per day at their home school with a supervisor or trainer. Because it is a training program, the students spend about 50% of that time in a classroom situation where they learn information related to preparing for employment (e.g., completing job applications, interest survey, etc.). The remaining 50% of the time is spent on field trips to companies and training schools throughout the St. Louis area where students hear directly from employers what they look for in employees. They also get to tour these companies and see many jobs first hand.

Students do not earn pay but do receive a $5.00 daily stipend for transportation and lunch expenses. In addition, upon successful completion of the program they earn 1/2 unit of high

Referral

A. Students may be referred to the Alternative Education Program by:
   1. Direct application by student.
   2. Parent inquiry.
   3. School personnel referral (principal, counselor, teacher).
B. Interviews are scheduled with student, parent, staff, and/or Adult Ed. Coordinator.
C. A Screening Committee reviews the applications and makes recommendations pertaining to other potential candidates who are currently enrolled in a secondary program and likely to drop out.
D. A Screening Committee is comprised of AE staff, AE coordinator, social worker, junior high and senior high school guidance counselors and secondary administrators.
E. The Screening Committee meets prior to the beginning of each semester.
F. Students NOT accepted to the program at the time of application are referred to:
   1. Adult Education programs (daytime and evening)
   2. Daytime vocational education program at NWOVEC
   3. Back to sending school
   4. Clarkston Career Center for job placement assistance and employability skills training.
   5. Alternative education programs in other school districts.
   6. Recommend reapplication for admission during the second semester or the following year.
G. Admission to the program requires a three month interval of having left the school system. This requirement may be waived as determined by Community Education staff, parent(s) or regular school personnel.
H. Because this is a voluntary program K-12 support services are limited to a part-time social worker. Human service agencies and health organizations in Oakland County are utilized as additional support services.

Instruction

A. 16 credits are required for graduation (same requirements as K-12).
B. Career Education and Consumer Economics are additional requirements for graduation replacing driver education and physical education.
C. Instruction is provided in the basic academic areas of Social Studies, Science, Mathematics, Health and Language Arts.
D. Special Programs include; Quest I & II, Career Education, E.T. (Employability Training), Parenting, Cooperative Learning, Instrumental Enrichment.
E. Students may take additional electives at NWOVEC or through the adult education program in the evening.
F. The GED Test and the Home Management Test are administered for credit purposes only to those students having reached 18 years of age and their primary graduating class having preceded them by one year.
G. Students may NOT receive their diploma at the same time

TARGET AUDIENCE

Individuals between the ages of 16 and 21 who have displayed attendance, behavior and/or academic problems in the traditional school.

DESCRIPTION

Y.A.P. is a program designed to fit into our regular, adult programming. After a counseling and orientation process, students sign up for 4 morning 9-12:30. Weeks 1-8 is academic work with a built in assessment the first week. Students are assessed with the TABE, GATB, COPS and some informal assessment tools. At the end of the week, each student participates in a conference at which time a contract is formulated of the specific subjects needed, skills needed and a statement of where he wants to go with the program. A structured class with both individual and group participation in accomplishing competencies and subjects is the routine. Attendance is monitored and addressed daily. The 9th week is an activity week which the students plan. They go on field trips, see movies, play games, etc. It is also an intake week for new students. Contracts are renewed and credits assigned for completed work. The next 8 weeks continue as the first 8 weeks, with students working on individual and class units. Each day of the 17 week semester the counselor works with the group for 45 minutes in the areas of identity, interpersonal relationships, and values. These non-academic skills need to be stressed if there is to be any success in the academic skills.

CONTACT PERSON -

Sandra VanWingen, Cedar Spring Community Education, 204 E. Muskegon St., Cedar Springs, MI 49319 (616)696-1203

133. TITLE OF PROGRAM/PROJECT

Godwin Heights High School Alternative Education Program

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

The program was designed to provide students who have had difficulties in school with an academic environment where they might have a better chance for success. It is an in-house program serving forty-fifty students. There are three full time teachers and one aide.

Each year, approximately ten incoming freshmen are referred by the Middle School principal. Most of the referrals during the year come from the counselors.

school credit. Follow-up studies show that more than 90% of the participants remain enrolled in school after reaching age 16. Their attendance, grades, and citizenship improve as compared to the year prior to entering the program.

CONTACT PERSON -

WD Leip, Director, J.T.P.A. Programs, Ritenour School District, 3238 Marshall Avenue, St. John, Missouri 63114 429-1088

131. TITLE OF PROGRAM/PROJECT

Harper Alternative School

TARGET AUDIENCE

Adolescents with severe emotional/behavioral problems

DESCRIPTION

Harper Alternative School is a novel approach to treating and educating the emotionally disturbed student. Extended day programs, resident psychologists and social workers who visit the students in their homes are part of what makes this program special. It is the last stop in a long line of detention centers, hospitals and expulsions from other special behavioral programs. The typical student at the school is at or above average in intelligence and has a history of chronic involvement with various agencies/services throughout the City/State, e.g., courts, child protective services, child welfare, Texas Youth Commission, and other agencies involved in the administration of juvenile justice. Students spend part of the day in vocational classes and part of the day in related academics. Progress is measured not in grades but in behavior levels. As a student improves his behavior, he moves from Pre-level up the scale to Level 5, the "exit level". The system also is based on rewards for achievement: the higher the level, the more privileges a student is granted. The philosophy of the school is to provide an educational setting that is optimally conducive to learning while providing for physical, emotional, social and safety needs of each student.

CONTACT PERSON -

Paul Hanser, Executive Director, 3200 Center St., Houston, TX 77007 (713)861-5479

132. TITLE OF PROGRAM/PROJECT

Young Adult Program

135. TITLE OF PROGRAM/PROJECT

Academy North High School, Utica Community Schools

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

OVERVIEW OF PROGRAM

Program Goal

A. To draw out and refine the disenfranchised student's skills, and encourage positive emotional development through reinforcement and individualization.

Program Focus

A. Attitudinal Change
B. Behavioral Change
C. Competency in Academic Areas

Program Design

A. Use of "Behavior & Consequences" in response to all behavior; both positive & negative.
B. Acknowledgement of the student's responsibility. Use of "Natural Consequences".
C. Individualized relationship bewteen teacher/student.
D. Encouragement of a student's commitment to "their education - their school."
E. Student/Teacher ratio - 1 teacher per 15 students.

Referral Process

Students are referred by school counselors, teachers, administrators, peers, or are self-referred. A phone call is all that is necessary to set up an intake appointment. At this intake appointment basic psycho/social/academic information is elicited from both parent and student. The program is then explained in detail & the student and parent are given the opportunity to decide whether they want to enroll. If they choose to enroll, a schedule and behavioral contract are established. The student's choice to enroll is critical, as this is the first step towards him/her taking responsibility for his/her educational experience.

Statistics of Students Serviced

Positive Outcomes: 82%

A. Graduation
B. Employment
C. Return to regular high school
D. Still at Academy North

Moved out of District: 8%

Negative Outcomes: 18%

Dropped for lack of attendance/behavior.

With rare exceptions, the classes offered are required. As a result, students can fulfill all their graduation requirements within the program. They are free to choose mainstream classes for part of their day. Approximately half do so, usually in elective areas. The program is highly structured using behavior modification techniques. The classes are small and much of the instruction is individualized.

Students are expected to make consistent improvements in the areas that caused the previous problems in order to remain a part of the program.

CONTACT PERSON -

Patrick Fitzgerald, 50 35th S.W., Wyoming, MI 49508 (616)245-0461, ext. 181

134. TITLE OF PROGRAM/PROJECT

Options Alternative Education Program

TARGET AUDIENCE

Students in grades 9-12 who have poor attendance patterns.

DESCRIPTION

Grand Rapids Public Schools has an attendance policy which limits students to 10 unexcused absences per semester.

Students are referred by their base high schools to our Student Service office. This Student Service officially makes the transfer of students to OPTIONS.

OPTIONS is housed on the third floor of a building, once used as a high school. It has a capacity of three hundred students at the present time and we can expand to accommodate more students should the need arrive.

An individualized "learning center" approach is the basis of our educational delivery system. We make use of both a "time out" (in-house suspension) room and a "break room".

OPTIONS has eight 50 minutes of class time and teachers teach six of eight class time periods.

Students generally start with four or five classes.

Students must demonstrate 90% attendance in their last 90 days enrolled in OPTIONS in order to transfer back to a traditional school.

CONTACT PERSON -

Russ Harmelink/Principal, Options Alternative Education Program, 615 Turner, N.W., Grand Rapids, MI 49504

CONTACT PERSON -

Sandra Wilkinson, Discovery Supervisor, 173 54th St., S.W., Wyoming, MI 49508 (616)531-7433

137. TITLE OF PROGRAM/PROJECT

Phoenix Alternative High School

TARGET AUDIENCE

Teenagers - 16-18 years old

DESCRIPTION

Phoenix Alternative High School began in the fall of 1980. We service 3 school districts (Holland - West Ottawa - Saugatuck). Students must be 16 years old and not over 18. The majority of our students come from High School counselors referrals although we do accept people from the community who come in on their own and court referrals. We have a maximum limit of 45 students and have 3 staff persons. Students graduate when they have obtained the required amount of credits from the school district where they reside. Our classes have been approved by all participating school districts. Phoenix students have the option of attending a local vocational center. Students are required to attend at least 5 classes each 9 weeks.

Students may graduate with us or may go back to their sending school after one or more successful semesters. Students who lose credit in 2 or more classes during the 9 weeks must stay out of our program for one nine weeks and then re-apply for admission again.

Our school is located at The Center for Community Education. We occupy 3 classrooms and have access to a gym.

CONTACT PERSON -

Jan Dalman - Administrator; Thom Parker - lead teacher, Center for Community Education, 96 W. 15th St., Holland, MI 49423

138. TITLE OF PROGRAM/PROJECT

St. Joseph High School Alternative Achievement Center

TARGET AUDIENCE

9th through 12 grades. The type of student for which this Alternative Education program has been designed may be identified by one or more of the following characteristics: failing grades, chronic truancy, poor self-esteem, behaviors which distract from the learning environment, dropping out, disruptive and/or destructive behavior, self-defeating behaviors.

ACADEMIC COMPONENTS

Curriculum

A. English/Journalism
B. Computer Science/Math/Science
C. Social Studies/Critical Thinking Skills
D. Independent Studies
E. Team Sports/Art
F. Voc. Skills Development/Careers
G. Psychology/Interpersonal Relationships

Examples of Teaching Strategies

A. Encourage a positive peer culture.
B. Create & encourage successful academic/learning experiences; particularly in areas where the student has formerly failed.
C. Change the students orientation from "anti" to "into". "What am I interested in developing about myself?"
D. "Behavioral Contracting" with students.
E. Tough Love's "Bottom Line" strategies utilized.
F. Involvement of students in service for others.
G. Student involvement in a "Steering Committee" toward program development.
H. 5 week report cards with "more immediate feedback".
I. Frequent communication with Parents, Courts, and Sending Schools.

CONTACT PERSON -

Ms. Diane Redmond, M.S.W. Ed: Sp., Utica Community Schools, 3423 Auburn Road, Utica, MI 48087

136. TITLE OF PROGRAM/PROJECT

Discovery Alternative High School

TARGET AUDIENCE

Students in grades 9-12 and between the ages of 15-18 who are having problems being successful in their home high school.

DESCRIPTION

Discovery is an alternative high school with 100 students and 5 full-time teachers. It is small and informal and offers a regular academic curriculum. Students are referred by their home high school (Kentwood, Kelloggsville, Godwin, Byron Center, and Godfrey-Lee Districts) for a variety of reasons. These include academic problems (have fallen behind in credits), attendance problems, behavior problems, personal and medical problems, and family problems. Students may also enroll in Cooperative Education or take classes at the Kent Skills Centers.

to other, more appropriate programs. The committee consists of all Loomis personnel & other interested professionals.

B. Program is limited to 50 students, class size ratio is 15 to 1.
C. Students come from 6 different rural school districts.
D. Program is geared towards those with academic, not social/emotional needs. No special education students are enrolled. Extreme behaviorally disordered students are referred elsewhere. Known felons & drug abusers rejected. Many students once labelled "Learning Disabled" are enrolled.

Instruction

A. English, math, history, government, science, reading for enrichment (taught by reading specialist), Karate, art, computers, spelling, social studies, furniture refinishing, other electives.
B. Students may attend county vocational school - driver's education also.
C. Small group & individualized, self-paced instruction stressed.
D. Four week marking periods, 1/8 credit per class, 3 absences maximum/4 weeks.

CONTACT PERSON -

Ken Willison, Coordinator, Loomis High School, Newaygo, MI (616)652-6333
Al Steil, Director, Newaygo Community Educaiton, 360 S. Mill St., Newaygo, MI 49337 (616)652-1649

140. TITLE OF PROGRAM/PROJECT

Brighton & Howell Alternative High School

TARGET AUDIENCE

Secondary School Students (16-20 year olds)

DESCRIPTION

The School's intent is to provide a voluntary, non-traditional avenue, for out-of-school and "at risk" youth to complete high school. ("At Risk" students are defined as possessing one or more of the following: poor attendance, credit deficiency, peer relationship difficulties, apathetic learning patterns, juvenile/criminal probation, inability to function in a traditional school setting.) Sixty students total are drawn from the Brighton and Howell Districts.

Referral of in-school "at risk" students must be made by the respective high school principals or their assistants and the counseling departments. Out-of-school youth apply directly. All candidates are reviewed by a screening committee composed of representatives from both high schools, the Alterntaive

School and Probate Court. The school director will interview all selected candidates with parent or guardian present (unless over 18; then strongly encouraged), prior to admittance. A written enrollment agreement must be signed. Enrollment occurs prior to each semester.

The program design establishes four activities: 1) Social Rehabilitative - focuses on enhancing self-esteem, improving communication skills, and learning personal and social responsibility. 2) Academic Curriculum - language arts, math, science and social studies. 3) Career Preparation - worker maturity development, job seeking skills, in-school work experience. 4) Community Services - an internship with a civic/social organization, Teaching/Learning Community activities with Senior Citizens and Pre-schoolers (both groups share our facility).

Unique aspects of the school's operations include: 1) Small class size (1:15), 2) Credit/no credit system (grades optional), 3) Individually paced learning, 4) Three week marking periods (1/12 credit), 5) Five and a half class hours, five days per week, 6) Community meeting and Student Board for school decision making.

CONTACT PERSON -

Mr. Dean Manikas, Director/Principal, Brighton & Howell Alternative High School, 850 Spencer Rd., Brighton, MI 48116 (313)229-5000 ext. 127

141. TITLE OF PROGRAM/PROJECT

Family Life Education Program - Springfield City Schools

TARGET AUDIENCE

Any Clark County Parent, male and female - targeted to disadvantaged parents of preschoolers

DESCRIPTION

The Family Life Education Program is federally funded and administered by the Springfield City Board of Education. It is an adult education program designed to educate Clark County parents in the areas of parenting and homemaking skills. Although any parent may attend, the targeted population has been disadvantaged families with preschoolers. Parent Education is the focus in all classes, some of which also include instruction in sewing, home management, foods and nutrition or money management. A structured nursery program is available and free to all children who attend classes with their parents. Parents are referred to Family Life by local social service agencies, health care professionals or school staff. Parents may also enroll by their own self interest. Class sites are located throughout the community and daytime as well as evening classes are scheduled. The goal of the Family Life Education Program is to support par-

ents in their responsibilities in the family unit. By stressing the importance of education and stimulation during the early formative years, Family Life hopes to make an impact on the later achievements of the children involved.

CONTACT PERSON -

Lorraine Cassida-Coordinator, 50 E. McCreight Avenue, Springfield, Ohio 45504 (328-2088); JoEtta Cooper-Supervisor (328-2092)

142. TITLE OF PROGRAM/PROJECT

Individual Optional Education Program

TARGET AUDIENCE

Students who are truant, have dropped out of school or are failing in academic classes. We are also targeting junior high students who are not passing all their classes and/or are missing so many days their attendance has begun affecting their grades.

DESCRIPTION

The optional educational program consists of two major components. One component will be a counseling program for directly addressing the self-concept and personal worth of each student.

The second component is educational, which will be based on a personalized individualized education plan. School hours will be organized from a 1:00 to 6:00 time frame, when the students' schedules permit. Some students may require only tutoring in order to pass academic classes and meet graduation requirements. The program teachers will provide this.

The instructional component of this program will grant credit for high school students as required by their individual schools for graduation. The program teachers will also have the responsibility and authority to develop new instructional activities and to provide educational experience through independent study, supervised work experience or other personalized educational projects that demonstrate credit-worthy learning outcomes.

An intensive tutorial program will be provided for junior high school students. This will be organized on a daily basis with the program teacher scheduling regular access to these students in a manner that does not conflict with the students routine schedule.

CONTACT PERSON -

Dr. Gail Conley, Macomb High School, 1525 S. Johnson, Macomb, IL 61455

143. TITLE OF PROGRAM/PROJECT

Re-entry Classroom for Irregular Attenders and Drop Outs

TARGET AUDIENCE

A re-entry classroom to accommodate 14-16 year old high school students where traditional procedures regarding enrollment, attendance, withdrawal from school etc. are no longer appropriate.

DESCRIPTION

The target population would include students who:

A. have demonstrated an emotional or psychological problem related to learning and regular attendance.
B. have experienced family instability that has affected regular involvement with Collegiate life.
C. could not cope with the traditional offerings of a regular collegiate.
D. usually have average or better than average ability.
E. are not severely emotionally or behaviorally disturbed.
F. desire secondary credits toward senior matriculation.

Program

A. FLEXIBLE
B. correspondence courses
C. combination of regular or work education program with re-entry
D. teacher developed programs or packages
E. prepared materials or work packages for all basic subjects (English, mathematics, social studies, science)

Resources

A. Staff - in building 1 teacher and 1 teacher aide(to be available for the entire time when the room is open - 8:00 a.m. - 12:00 noon) Afternoons: students would be in regular classes, alternate programs, or in work experience settings. Teacher would have flexibility to be available for community contacts, home visits, agency visits, etc.
B. Support Services - school staff, Pupil Services personnel, work education teachers, Youth Services personnel, psychiatrists, social workers, doctors, school nurses, etc.

CONTACT PERSON -

Bert Halyk, Pupil Services, Saskatoon Board of Education, Saskatoon, Canada

144. TITLE OF PROGRAM/PROJECT

Plymouth-Canton Community Schools - Learning Options Program/Growth Works, Inc.

TARGET AUDIENCE

Middle and High School students in the Plymouth-Canton school district having severe behavior and/or attendance problems within school

DESCRIPTION

Learning Options is an out-of-school program in which academic classes are offered. High school students can earn credit towards graduation; however, the primary focus of the program is to help remediate behavior patterns which have led to difficulties in school. This involves helping the student to acecpt responsibility for their actions, working to bring about a positive relationship between the students and their parents, and learning to identify and work on skill weaknesses. Counseling with students in both a confrontive and supportive manner is an integral part of the program. Instruction takes place primarily in small groups and is individualized to each student's ability level. The goal is to return the students to the regular school program. When they do return, students are assigned to the Student Service Center class (an alternative education class) as a follow-up mechanism.

Students may be referred to the Learning Options program throughout the semester by administrators, counselors, or others. After an initial interview with the alternative education personnel, an intake interview will be held to include school staff, Learning Options staff, the students and his/her parents. The student and parents must be willing at this time to make a strong commitment to the parameters and goals of the program, as well as be willing to meet any additional conditions set at the time of the intake meeting.

Every student at Learning Options has an affective education class on a daily basis. Students' personal and family issues are dealt with in these groups. In addition, students who are chemically-dependent and are recovering are involved in support groups on a daily basis.

CONTACT PERSON -

Ms. Sally Wisotzkey, Plymouth-Canton Community Schools, Canton High School, 8415 Canton Center Rd., Canton, MI 48187 (313)451-6326

145. TITLE OF PROGRAM/PROJECT

Michigan Association for Educational Options (M.A.E.O.)

TARGET AUDIENCE

Educators, social workers, administrators, judges, legislators, police officers, court and agency line staff, and lobbyists who are interested in educational/alternative programs for

disenfranchized youth. MAEO has approximately 150 members statewide.

DESCRIPTION

Present Goals of M.A.E.O.:

A. To establish educational programs for disenfranchized youth as a priority within the State Deparatment of Education and the Michigan Legislature.
B. To locate funding sources and stabilize funding patterns for these programs.
C. To research and disseminate information on currently existing programs including their philosophy, student management techniques and curriculum options.
D. To provide guidelines for staff development training programs.
E. To provide guidelines for program evaluation.

Activities Include

A. Annual Conference
B. Quarterly newsletters
C. Directory of Alternative Education Programs
D. Consulting services
E. Lobbying
F. Section 48 evaluation
G. Regional mini-conferences
H. State-wide staff development workshops

CONTACT PERSON -

Ms. Sally Wisotzkey - President, M.A.E.O., 8415 Canton Center Road, Canton MI 48187 (313)451-6326; Mr. Dennis Deeg - Membership, 401 E. Chicago St., Jonesbville, MI 49250 (517)849-9934

146. TITLE OF PROGRAM/PROJECT

Plymouth-Canton Community Schools, Student Service Center class/program

TARGET AUDIENCE

Secondary school students having attendance or behavioral problems in school or who are known to have some type of personal difficulty interfering with school

DESCRIPTION

Concerns and issues related to adolescence, home, and school are discussed in the Student Service Center (SSC) in an open, but structured format, in groups of 10-15 students, meeting one hour per day for one semester. Among topics covered are friendship, parenting, dealing with parents, substance abuse, and thinking skills. High school students are expected to provide the SSC teacher with weekly progress reports on their other classes.

Students are referred for the Student Service Center by administrators, counselors, or other school staff. At the high school, referrals are gathered towards the end of each semester. A meeting is then held for these referred students to explain the class and to determine who is interested in participating in the class next semester. At the middle school, referred students' needs are assessed and prioritized, then students are interviewed to determine their interest in the program. At both levels, students must choose to be involved and make a commitment to the goals of the class in order to be enrolled.

At the middle school level, efforts are initially made to build relationships between the students and the teacher which will facilitate helping middle school students succeed. A series of one-to-one conferences will be held to begin to establish these relationships before groups begin to convene.

The goal of the SSC class is to help students understand themselves better, increase self-esteem and a sense of responsiblity for their own behavior, and become more successful in school. As each group develops, students are expected to take on more ownership of facilitating the group and confronting/supporting other students.

CONTACT PERSON -

Ms. Sally Wisotzkey, Plymouth-Canton High School, 8415 Canton Center Road, Canton, MI 48187 (313)451-6326

147. **TITLE OF PROGRAM/PROJECT**

Oak Park/Ferndale Student Development Center (SDC)

TARGET AUDIENCE

Secondary school students from the school districts of Oak Park and Ferndale

DESCRIPTION

Design

This program is a consortium between two school districts, Oak Park and Ferndale. The program is set up to assist students who have been experiencing social or academic problems in the regular school setting such as:

A. Students who have had continuous contact with school discipline authorities and are being considered for suspension or expulsion.
B. Students under 16, who would be considered for truancy petition.
C. Students who have had contact with the courts or law agencies and are referred to SDC as an alternative to being processed through the judicial system.
D. Students identified as having low self-concepts and

need counseling to help them through an emotional crisis that may have occurred from the home, school or community environment.

E. Students who may need an interim school placement upon returning from a residential treatment or detention facility.

Referral

A. Students are referred by Oak Park/Ferndale Boards of Education.
B. Referrals by Administrators/Counselors from Oak Park/Ferndale Schools.
C. Oakland County Juvenile Court Caseworkers and Youth Assistance Workers who are assigned to Oak Park/Ferndale enrollment areas.
D. Self-referral from students, parents, guardians, providing that the referral is approved by the perspective school district administrators.

Instruction

A. Instruction will be basically in English, math, physcial education, science, art and social studies.
B. Group Discussion - each student is involved in three 45 minute group problem solving/sharing sessions weekly.
C. Weekly scheduled field trips, speakers, enrichment activities designed to expose, inform, educate and heighten students level of awareness.
D. Regular attendance is critical to a student remaining in the SDC program.
E. Students who start after a semester begins may have their credits prorated.
F. SDC has control over grades and credits that each student receives.

CONTACT PERSON -

Mr. Clarence E. Phillips, Director - Oak Park/Ferndale Student Development Center, Oak Park School District, Clinton Education Center, 22180 Parklawn, Oak Park, MI 48237

148. TITLE OF PROGRAM/PROJECT

Englishville High School - An Alternative High School

TARGET AUDIENCE

Our students are usually adolescents between the ages of 14-18 who meet one or more of the following criteria: "High risk" youth in danger of leaving or being expelled from school, students who have dropped from school, adolescent parents, or students who are having problems dealing with large groups.

DESCRIPTION

Distinctive characteristics of Englishville High School are the program's small size, personalized approach, and individualized

study programs geared to the level, ability, and interests of each student. One of the major differences between Englishville and traditional schools is the student-teacher relationship. Our teachers make every effort to be sensitive to the personal problems of the students. With our smaller student-teacher ratio, we can build trusting relationships that will help us work more effectively in solving problems that are either school, home, or community based. Coupled with warmth and acceptance, is a set of high standards and expectations of what each student can become.

Students are referred by the secondary school principals or their assistants and the counseling departments. The assistant principal and the counselors examine the referrals and make recommendations to the Sparta community Education Director. A successful interview with the community education director will result in a referral to the Englishville coordinator. Upon approval of the coordinator, the student is admitted to the program.

Instruction will be basically in English, math, physical education, consumer education, business, science, social studies, and computers. Electives are available. Our students may also attend the area vocational school, or work while in the program.

CONTACT PERSON -

Dee Carrier-Korson, Coordinator, Englishville High School, 8285 Vinton, N.W., Sparta, MI 49345

149. TITLE OF PROGRAM/PROJECT

I CARE (Individualized Counseling, Assistance, Readiness and Education)

TARGET AUDIENCE

Battle Creek Central High School students, graduates and non-graduates

DESCRIPTION

The I CARE Program was begun at Battle Creek Central High School through a grant from the W. K. Kellogg Foundation. The purpose of the program is to provide Battle Creek Central High students with continuing assistance in making a successful transition from high school to full participation and responsibility in adult life. I CARE has three major components. The first component is comprised of services for students who are experiencing difficulties in school and who are at risk with regard to completion of their requirements for graduation. Second, the program furnishes services for graduates and dropouts who are seeking employment or who are interested in completing requirements for graduation. A third component involves follow-up contact with graduates and dropouts to obtain information which can be helpful in improving the likelihood of

success for Battle Creek Central High School students in their jobs and in college. Thus, the program is intended to provice structured linkage between the "world" of the high school and the "world" beyond the high school.

CONTACT PERSON -

Steve Hoelscher, Battle Creek Central High School, 100 W. VanBuren, Battle Creek, MI 49017

150. TITLE OF PROGRAM/PROJECT

Career Exploration (Work experience in conjunction with Basic Education)

TARGET AUDIENCE

Secondary Students

DESCRIPTION

Object
To place student in a volunteer workfield for thirty hours.

Design
A. Career Exploration utilizes resources in the community to establish a close workable relationship.
B. Career Exploration allows students the freedom of being in a workfield for a period of thirty (30) hours on a trial basis.

Instruction
A. The program is coordinated by a Community Resource Person; with a vital interest in the students and an ability to work with the community.
B. The C.R.P. guides the students through the Research Guide, thereby establishing a relationship and acquiring a knowledge of students desires and abilities.
C. The C.R.P. carefully places the student in an area of Career, for a positive work experience.
D. The student completes the Career Resource Guide while on exploration.
E. The work site manager completes a Performance Review Sheet of the student.

Review
A. The Career Research Guide is equal to 1/4 credit.
B. The thirty (30) hour training coupled with Career Exploration Guide is equal to 1/4 credit.
C. Grading is decided on basis of completeness and performance at the work site.

CONTACT PERSON -

Debra Warwick, Administrator, 3801 E. Beltline NE, Grand Rapids, MI 49505 (616)361-7396

151. TITLE OF PROGRAM/PROJECT

Natchitoches Parish Learning Lab

TARGET AUDIENCE

Students in grades 5-8 (ages 12-16) not meeting parish (county) promotion policies. Must have been retained two years to be considered for program.

DESCRIPTION

Admission

A. All students eligible for participation identified in feeder schools.
B. List submitted to principals and teachers in each feeder school to determine who would best benefit from the program.
C. Parents and students are notified concerning possible placement of student in the program.
D. Individual conferences are held with students and parents to discuss program and placement in it. Participation is voluntary.
E. No student who has been identified as eligible to receive services from special education will be considered.
F. Students must be enrolled in the parish system one year prior to referral.

Goals

A. To prepare students to re-enter the traditional program with strengthened skills in reading, math, and language or to enter appropriate vocational training programs that include GED instruction.
B. To provide students with pre-vocational experiences in business, fast food service, or shop working toward job entry skills in these areas.
C. To create a positive atmosphere that fosters leraning in a supportive environment.
D. To serve as a transition between institutions: The school system and vocational training programs; the school system and adult education; and the Learning Lab and parish schools for these students.

Curriculum

A. All students receive instruction in reading, language, and math according to their skill level.
B. All students receive instruction in one or more pre-vocational areas: business, shop, and/or fast food service.
C. All students receive instruction in physical education.

D. Students who are 16 may participate in the trade school program for part of the school day for vocational training.
E. All students participate in group counseling relating to personal-social, educational, and vocational concerns.

CONTACT PERSON -

Trudy Briggs, Counselor/Coordinator, Natchitoches Parish Learning Lab, 200 Hwy., 3110 So. By-pass, Natchitoches, LA 71457

152. TITLE OF PROGRAM/PROJECT

G.O.A.L. (Grey Offers Alternative Learning)

TARGET AUDIENCE

Ages 14 and over - dropouts or potential dropouts all educational backgrounds

DESCRIPTION

The G.O.A.L. program offers participants an educational experience in a setting outside the traditional secondary school. Classes in Personal Life Management are combined with supervised Academic Study and Cooperative Education placements (work experience) in order to create a varied and interesting program which allows students to earn credits toward a diploma. A minimum of 16 weeks is required to complete the program but participants may enroll for subsequent 16 week periods of time. They may enroll in the entire program offered or combination of academic study, Cooperative Education and Personal Life Management. On completion of the program the successful student may have gained:

-information and ideas on how to find a job
-a better understanding of themselves and what they want in a job
-self-confidence
-job-related skills
-recent work experience
-good recommendations and references to assist in getting a job
-up to four secondary school credits

CONTACT PERSON -

Mr. J. T. Morgan, Principal, Community Education, The Grey County Board of Education, Box 100, 55 Victoria Street, Markdale, Ontario N0C 1H0 (519)986-3410

153. TITLE OF PROGRAM/PROJECT

Enterprise High

TARGET AUDIENCE

High School Students

DESCRIPTION

Enterprise High is a place where students who have dropped out of school can return to school to receive a practical education. Our students spend one period each day in a language arts class where they improve their basic reading and writing skills. They receive math instruction for one period. They spend a period in a small group session where they learn to communicate effectively with others and solve interpersonal problems. One period is spent in class where they simulate adult life - learning to budget money, use a checking account, buy a car, use credit wisely, and otherwise prepare for the adult world which awaits them.

For the other half of the school day, students work in small groups, manufacturing items which they sell for profit. Some groups of students provide services rather than manufactured products. We derive our name, "Enterprise High", from this unique aspect of our program.

CONTACT PERSON -

Dr. Richard Benedict, Macomb Intermediate School District, 44001 Garfield Road, Mt. Clemens, MI 48044

154. TITLE OF PROGRAM/PROJECT

School Youth Advocacy Program

TARGET AUDIENCE

Students who are suspended from school many times, students with a number of office referrals, students who dropout of school and students with a low self-concept.

DESCRIPTION

School Youth Advocacy is a school based deliquency prevention program. The program started in 1973 with a planning grant from the Department of Education and Department of Social Services The program was in the planning stage for one year. The plan-

ning team was made up of students, teachers, parents, counselors, principals, and a superintendent of schools.

The program is currently implemented in 31 school districts serving over 5,000 youth.

CONTACT PERSON -

Gwen McIntosh, Project Director, Office of Children & Youth Services - Deliquency Services, 300 S. Capitol Ave., Lansing, MI 48909

155. TITLE OF PROGRAM/PROJECT

Comprehensive Attendance Program

TARGET AUDIENCE

All students who fit the profile of a potential dropout. This includes students who have been absent one-fifth of any monthly period and students who have histories of poor attendance.

DESCRIPTION

All classroom teachers, principals, curriculum specialists, counselors, social workers, and attendance workers will be involved in the program. In schools where there is an attendance worker, the following procedure will be followed: 1) contact with the home, including home visits to determine the reason for absence, 2) daily records of contacts and home visits which will be accessible to counselors, teachers, and principals, 3) weekly meetings with counselors and social workers to determine the present status of absences within the school, 4) referrals to other sources or agencies through the counselor and/or school social worker, 5) assisting principals with the daily data processing aspects of attendance accounting, and 6) assisting school social workers in accounting for pupils scheduled for membership but not enrolling in school.

CONTACT PERSON -

Mr. Ralph Dickens, Administrative Assistant to the Superintendent, Richmond Public Schools, 301 North Ninth St., Richmond, VA 23219

156. TITLE OF PROGRAM/PROJECT

Personal Development Program (PDP) For Potential Dropouts

TARGET AUDIENCE

Secondary School Students

DESCRIPTION

Design

A. This program is set up to assist students before they drop out of school.
B. This program is designed for the students who are not able to succeed in the general school population for such reasons as: poor attendance, low achievement, lack of self-discipline, loss of credits, etc. However, it is not designed for certain students: i.e.,
   1. Special Education students.
   2. Students with severe mental or social retardation.
   3. Students with extreme disciplinary problems.
   4. Students 18 years of age or older will not normally be admitted.

Referral

A. Students will be referred by the secondary school principals or their assistants and the counseling departments.
B. Teachers may refer students who might benefit from the program to the student's counselor or the assistant principal.
C. The assistant principal and the counselors will examine the referrals and make recommendations to the P.D.P. coordinator. The P.D.P. coordinator will meet with the assistant principal and/or counselors to discuss the prospective students.
D. The students will meet with the P.D.P. coordinator and make a commitment to the program. (Parents should be involved in the commitment to the program whenever possible).
E. Students new to the district must be enrolled through normal channels and then referred.

Instruction

A. Instruction will be basically in English, math, physical education, consumer education, business, science, and social studies.
B. Course content will be based on the Syllabus used by the counseling department for the day program.
C. Students may take electives, attend Vocational School, or work while in the program (one-half credit per semester may be given for work experience).
D. The P.D.P. Department has control over credits and grades.
E. Academic credit will be given on the basis of time spent

in sessions. (60 hours equals 1/2 credit)

F. Students who enter after the start of the semester in the P.D.P. may have their credits prorated.
G. Students will not be permitted to leave a class early except for a regularly scheduled bus run.
H. Only graduating seniors will be permitted to leave before a semester is over.
I. Regular attendance is critical to a student remaining in the program.

CONTACT PERSON -

Mr. Roger Sykes, Waterford School District, 6020 Pontiac Lake Rd., Waterford, MI 48095

157. TITLE OF PROGRAM/PROJECT

Project CDA (Creating Dropout Alternatives) Student Accumulation of Sick Leave

TARGET AUDIENCE

This program is primarily designed for high school age students attending the Alternative High School

DESCRIPTION

Project CDA has installed a sick leave program for students which is similar to the teacher's sick leave program.

Students are allowed three (3) days sick leave and three tardies each quarter. These days can be used any way the student wants to use them. After three tardies are used, the student loses one absence. If the student should use his/her three absences and tardies and then is absent or tardy again, the student is automatically dropped from the Project for one semester, losing any credit gained. If verifiable, doctor, dentist, court appearances and time spent in jail are not counted as absences.

A student can accumulate a maximum of 12 days in a school year. At the end of the school year, if, for example, a student has accumulated a total of 9 days sick leave, and all of the academic work is on level to the satisfaction of each instructor, the student would then be able to leave school nine days early at the end of the school year. Since the inception of this policy in the school year 79-80, we have an average of dropping only one student per year. Our average daily attendance for the past three years and this year to date has never been below 93%.

As we are also funded through ADA, we feel that we are legally still in bounds (according to our district lawyer) by requiring each of our students to complete our Survival Skills Course. This requires a minimum of 80 hours of the student's time, outside of school hours. This time more than makes up for days accumulated. The accumulated days can also be used for: 1) On the job training (credit), 2) Community Service (credit), or 3) Job experience (credit). All of these can be done in advance with work coordinator verification, so that the student can still get his/her days accumulated free.

CONTACT PERSON -

Roger Hansen, Director, Project CDA, School District #271, 311 N. 10th Street, Coeur d'Arene, Idaho 83814

158. TITLE OF PROGRAM/PROJECT

Positive Approach to Good Attendance Through Grading

TARGET AUDIENCE

This program is so designed to encourage every student and their parents with the importance of attending school regularly. Give school top priority and help grades.

DESCRIPTION

Roll is taken daily first hour by the central office and recorded. All students absent are contacted by 9:15 if school has not been notified by a parent. Roll is taken also each period by the teacher and recorded in the grade book or daily log book. The central office attendance record and each of the seven periods may differ as much as five days during a nine week grading period. Students arriving late - leaving early, etc., will make this difference.

Grades are figured for each student in each class at the end of nine weeks. The grading curve is established and each student has a grade based on academic achievement.

Each teacher then looks in his/her grade book or daily log and checks attendance. The following scale is used on attendance.

Perfect attendance in their class - 10% bonus
One day absent in their class - 9% bonus
Two days absent in their class - 8% bonus
Three days absent in their class - 7 % bonus
Four days absent in their class - 6% bonus

Five days absent in class - 5% bonus
Six days absent in class - 4% bonus
Seven days absent in class - 3% bonus
Eight days absent in class - 2% bonus
Nine days absent in class - 1% bonus

Now the teacher takes these bonus points and adds them to each student's academic points and his/her grade can improve - depending on how many bonus points are added to the individual student.

Caution: to assure no grade is lowered - don't add attendance bonus points to academic points until after the grade scale has been established.

A student is not counted absent if--they are involved in another school activity that has been arranged by the school.

This sytsem can help a student raise a grade from a C+ for example, to a B- and possibly a B, depending on the number of attendance bonus points. I like the system especially for a lower ability student who is in attendance almost daily but really is struggling. This gives them some reward for attending regularly and in many cases permits them to pass the course.

CONTACT PERSON -

Mr. Robert D. Blasi, Senior High Principal, East 4th Street, Glenwood, Iowa 51534 (712)527-4897

159. TITLE OF PROGRAM/PROJECT

"Springboard" Ann Arbor Public Schools

TARGET AUDIENCE

Academically and/or Socially "At Risk" Students Entering High School

DESCRIPTION

A. Junior high teachers/counselors refer students who have academic or social problems.
B. Students assigned to "Springboard" receive early and intensive counseling and scheduling help (lasts throughout first year of high school).
C. Special orientation class is scheduled.
D. Special care in the assignment of teachers and counselors.

E. Frequent progress checks.
F. Remedial classes where appropriate.

CONTACT PERSON -

Ronald Tesch, Principal, Huron High School, 2727 Fuller Road, Ann Arbor, Michigan 48104

160. TITLE OF PROGRAM/PROJECT

TLC (Teens Learning To Care): School-Age Parent Program

TARGET AUDIENCE

This is an alternative high school completion program serving the needs of young parents and expectant parents and their children.

DESCRIPTION

High school-age students who have children or are pregnant may enroll in TLC. Classes meet Monday through Thursday which allows students to earn up to 2 1/2 credits per semester. Traditional academic classes are supplemented by instruction on pregnancy, child development, parenting, consumer skills, decision-making, and career planning. Group and individual counseling is given by the Adult Education counselor and a social worker from Family & Children's Services. Oakland County Public Health nurses meet with students each week for health instruction and medical evaluations.

Child Care is provided in the nursery and toddler center (State licensed). Families and young fathers may participate in the counseling and support group to assist them in working through problems. TLC provides a supportive atmosphere for the young parent and child.

CONTACT PERSON -

Karen Eckert, Program Coordinator, Oxford Community Education, 105 Pontiac St., Oxford, MI 48051 (313)628-9920

161. TITLE OF PROGRAM/PROJECT

Port Huron Alternate Learning Center

TARGET AUDIENCE

Intermediate and high school students who have been unable to succeed in the regular school program. (under 18 years old)

DESCRIPTION

A. Students are referred by principal or his designee to Student Services Department with reason for referral and documentation. A review is made involving parents or guardian and community personnel and concerned staff.
B. An appointment is then made for parent and student at the school for testing and explanation of the requirements of the program for the parent, particularly in regards to attendance.
C. Instruction is based on a basic curriculum with remedial work provided in an individualized setting. Electives are provided including skill center and work experience. The goal is to improve basic skills in a success oriented atmosphere. Students may enter at any time but recommendation for a return to regular day school classes is made only at the end of a semester. All teachers, counselors, out-reach staff are included in the decision for a return to regular classes.
D. Credits are given for 70 hours of work and are recorded on the report card as coming from the Alternative Program. Earned hours can be transferred from the sending school for credit completion when required.
E. Approximately 160 to 180 students are currently in the program which has grown each year of it's six years of implementation.

CONTACT PERSON -

C. Roger White, Executive Director-Secondary Education, 2720 Riverside Drive, Port Huron, MI 48060

162. TITLE OF PROGRAM/PROJECT

Dropout Re-Entry Project

TARGET AUDIENCE

Former Dropouts

DESCRIPTION

A pilot research project was conducted at two high schools in the Jefferson County Public Schools, Louisville, Kentucky, dur-

ing the second semester, 1982-83. Project objectives were to maintain continued enrollment and academic success in three or more courses for forty former dropouts who re-entered high school.

Two models using individualized support services were implemented by four counselor volunteers at DuPont Manual High School and two teacher volunteers at Southern High School. Support services included counseling, tutoring, monitoring attendance and achievement, and referral to district and community services for twenty former dropouts who re-entered each school.

Data indicate that both models were comparably effective. Thirty-five students (88%) remain enrolled at the end of the semester, and twenty-nine students (73%) passed three or more courses. Students who met the project objectives were enrolled in an average of five courses and achieved a grade point average corresponding to a C-. Principals, staff, and students indicated a high level of satisfaction with the project.

CONTACT PERSON -

Dr. Shelley R. Cohen, Research Department, Jefferson County Public Schools, 4409 Preston Highway, Louisville, Kentucky 40213.

163. TITLE OF PROGRAM/PROJECT

Madison District Public School AEP

TARGET AUDIENCE

Secondary students who have withdrawn from school

DESCRIPTION

This program is designed for students who have dropped out of school and want to return or who are recommended by a screening committee.

The program provides an option not only for dropouts but also for potential dropouts. It provides the student with an opportunity to attend school and gain work experience.

Students receive instruction in reading, matrematics, and employability skills. Students must attend classes for a minimum of two hours per day and be employed for a minimum of three hours per day.

CONTACT PERSON -

Mr. Al Macknis, 25421 Alger, Madison Heights, MI 48071

164. TITLE OF PROGRAM/PROJECT

Kennedy, Pre-Vocational Center

TARGET AUDIENCE

16-25 year old school dropouts

DESCRIPTION

Program deals with the life coping and pre-vocational needs of hard-to-employ young adults.

Students attend school seven hours per day and take a combination of seminars in pre-vocational and life coping skills and also are involved in a work experience program for at least two hours per day. The work experience is "real work" as the students are involved in the KenCen Corporation which is a closed corporation containing all of the elements of a real production operation. Students are hired, paid with checks, checks are converted to scrip in the school bank, and students purchase goods in the school store. Seven production areas employ the 350 students and the goods are sold publicly. Evaluation by University of Michigan available.

CONTACT PERSON -

Douglas Wier, Kennedy Center, 1541 N. Sagnaw Street, Flint, MI 48503

165. TITLE OF PROGRAM/PROJECT

Detroit Attendance Intervention Centers (DAIC) - Detroit Public Schools

TARGET AUDIENCE

High school students who violate the truancy provision of the Detroit Public Schools Uniform Code of Student Conduct

166. TITLE OF PROGRAM/PROJECT

CORE

TARGET AUDIENCE

Grade 9 & 10 students who are disruptive and potential dropouts.

DESCRIPTION

Program is a self-contained one with one regular instructor and an additional teacher as a support staff person each period for four class periods. The "CORE" is the subject matter - English, reading, math and social studies. There is a psychological component which is also a part of the program; it consists of evaluation and group or individual counseling.

Students are selected thru a PET process after referral by a staff member. They are usually students who are on the verge of being dropped from all classes for disciplinary or attendance reasons and most have a previous history in Jr. High/middle school of similar difficulties.

The program is currently being evaluated with respect to its effectiveness in maintaining the students and effecting change in their behavior. There is a proposal to change it from a program that is part of the regular school day to one that is offered after hours with greater access to vocational and occupational areas in the school not now available to these students.

CONTACT PERSON -

Sharon Ritter, Westbrook High School, Westbrook, ME 04092

167. TITLE OF PROGRAM/PROJECT

Evart Alternative Education High School Program

TARGET AUDIENCE

This program is designed to attract the type of student who is out of school and/or does not function successfully within the traditional school setting.

DESCRIPTION

Criteria for Enrollment

A. 16-21 years of age (others admitted on probationary status)
B. Students may posses one or more of the following character-

istics; credit deficiency, poor attendance, inappropriate behavior patterns, short attention span, poor relationships with peers, apathetic learner, home problems, defensive attitude, failure to function well in large school setting, deliquency, juvenile/criminal probation, evidence of low self-esteem.

Referral

A. Not currently attending school, or referred directly by the principal of the sending school.
B. Professional referral: staff, counselor, principal, court, or cooperating agency.
C. Enrollment periods will be open prior to the fall semester and mid year.
D. An admission waiting list will be maintained.

The schools primary purpose is to help students who have experienced failure or very little success in their previous educational experiences. The program activities are designed to provide a different and successful environment. The goals emphasize that students:

A. Acquire and improve their basic skills.
B. Improve attendance patterns.
C. Earn credit toward a high school diploma or promotion to a higher grade.
D. Develop socially desirable behavior patterns such as: self-discipline, dependability, good judgement and manners.
E. Acquire basic decision-making skills.
F. Develop self-confidence.
G. Develop acceptance of others.
H. Attain competence for entry into the world of work or college.

The program is administered by a coordinator/instructor. There is another full-time instructor and one part-time instructor (with emphasis in Family Education for our parent population).

The major intent of the program is to maintain an instructional level equivalent to that of the regular day school program. The program does not differ from conventional classes in what is taught, but methods of instruction and materials do. A strong emphasis is placed on basic academic skills of reading, writing, and computation. The same graduation requirements as approved by the Evart Board of Education are used.

Another emphasis of the program is to develop within the students socially acceptable behaviors. Components of the program include:

A. Socially rehabilitative curriculum which includes Life Skills (Quest material used), Special assignment, and individual counseling.
B. Academic curriculum include English, reading, mathematics, health, science, and social studies.
C. Parenting and Family Life Skills.
D. Career Planning and Advising.
E. "In-School" work experience.

The program school year will be 37 weeks long and divided into twelve units versus the traditional two semester format. Students are scheduled four days per week, Monday - Thursday, 8:30 - 3:30 with the fifth day, Friday, being reserved as a non-student work day for staff and student make-up day.

CONTACT PERSON -

Becky Johns, Coordinator, 135 E. Northern Street, Barryton, MI 49305
Larry Lloyd, Director, Evart Adult and Community Education, 321 N. Hemlock St., Box 488, Evart, MI 49631

168. TITLE OF PROGRAM/PROJECT

Improving Attendance - Byte by Byte

TARGET AUDIENCE

High School Students

DESCRIPTION

By using an in-house computer program and a cadre of parent volunteers, we have developed a system of monitoring student attendance that has reduced student truancy by more than 90%.

The system is designed to accomplish two goals: 1) to insure that students who skip class are discovered and 2) to contact parents within twenty-four hour period any time their son or daughter is truant from class.

The procedure is as follows: Any time a student is absent, we ask that the parent or guardian call on the same day between the hours of 7 a.m. and 3 p.m. The calls are answered by a parent volunteer on a special attendance phone line. The calls are recorded and at the end of the day all the names of absent students are typed into the computer.

The computer is programmed to accomplish the following tasks: First, it checks to insure that the student's name is spelled correctly. It does this by comparing the names typed in on any given day against a master list of students. Second, the computer tabulates the absences and maintains a permanent record. Therefore, students' individual attendance records are available at any time in the future. The computer then sorts the list of names alphabetically and prints it in two columns, last name first.

In the beginning of the year, we also took the time to enter student birthdates into the computer. As a final step, the computer searches to find any students who are going to have a birthday on the following day and then lists these students at the bottom of the page with a "Happy Birthday" message.

The list of excused absences is compiled at the end of the day and placed in the teachers' mailboxes. When teachers arrive the following morning, they check their class attendance record against the list. If a student was absent from class but does not appear on the list, the teacher submits an unexecused absence referral by the end of the first hour. These referrals are sorted and the two assistant principals make phone calls to these students' parents.

We have found that this quick and certain communication with parents has helped us reduce the truancy rate by more than 90% at Lake Orion High School. It has also enabled us to keep very careful track of the attendance of more than 1,400 students on a daily basis.

The system also seems to have made parents more aware of their son or daughter's school attendance. As a result, total student attendance has improved. Prior to the implementation of this new system, our daily absentee rate ran at 9 to 12%. With the new program in place, our absentee rate leveled off to 4 to 6%.

CONTACT PERSON -

William J. Bushaw, Principal, Manchester High School, 710 E. Main Street, Manchester, MI 48158.

169. TITLE OF PROGRAM/PROJECT

I CARE (Individualized Counseling, Assistance, Readiness and Education)

TARGET AUDIENCE

10th, 11th, and 12th grades, graduates and non-graduates.

DESCRIPTION

The I CARE Program was begun at Battle Creek Central High School through a grant from the W. K. Kellogg Foundation. The purpose of the program is to provide Battle Creek Central High students with continuing assistance in making a successful transition from high school to full participation and responsibility in adult life. I CARE has three major components. The first component is comprised of services for students who are experiencing difficulties in school and who are at risk with regard to completion of their requirements for graduation. Second, the program furnishes services for graduates and dropouts who are seeking employment or who are interested in completing requirements for graduation. A third component involves follow-up contact with graduates and dropouts to obtain information which can be helpful in improving the likelihood of success for Battle Creek Central High School students in their jobs and in college. Thus, the program is intended to provide structured linkage between the "world" of the high school and the "world" beyond the high school.

CONTACT PERSON -

Steve Hoelscher, Battle Creek Central High School, 100 W VanBuren, Battle Creek, MI 49017

170. TITLE OF PROGRAM/PROJECT

Getting Dropouts Back to School

TARGET AUDIENCE

High School Dropouts

DESCRIPTION

Dropouts from the previous school year who want to return to school usually come in on registration day or several days after school has begun. This causes problems for the counselors who have to work with the students at a very hectic time. It also is not ideal for the dropouts who get negative feelings about the school when they are not welcomed with enthusiasm, and find classes they would like to take already full.

We decided a few years ago to make an effort to treat the returning dropouts in a special way by sending them a letter from the principal inviting them to come in to school and enroll before school opens. When the dropouts come into enroll, the principal takes time to speak to these students as a group and gives them some advice and encouragment about how to be successful in school. The counselors then work individually with each dropout and establish a schedule for them. The returning dropout feels somewhat special and has the opportunity to get enrolled into classes before the new students come in to enroll.

We find that this simple procedure has worked well, and we plan to continue to use this method of encouraging dropouts to return to school.

CONTACT PERSON -

Armand DeLisle, Principal, Fitzgerald High School, 23200 Ryan Road, Warren, MI 48091

171. TITLE OF PROGRAM/PROJECT

Work Education and Training Program

TARGET AUDIENCE

High School

DESCRIPTION

The purpose of the Youth Opportunities Unlimited Work Education and Training Program is to provide participants with job/educational experience that will permit them to maintain or resume attendance in school and/or obtain employment.

Specifically, the program will provide:

A. An opportunity to be involved in counseling and pre-vocational activities in order to increase potential employability.
B. An opportunity to develop responsible attitudes and to overcome problems of social adjustment.
C. An opportunity to develop good work habits and attitudes.
D. An opportunity to work in the private sector.
E. An opportunity to earn school credit.

CONTACT PERSON -

John Centa, Coordinator, 422 East South Street, Kalamazoo, MI 49007 (616)349-9676

172. TITLE OF PROGRAM/PROJECT

Kensington Community School Alternative Education Program - Component of Community Outreach Programs in Education (COPE)

TARGET AUDIENCE

High School

DESCRIPTION

The Kensington Community High School Program is a high school alternative education program designed primarily for multi-agency and school referred teenagers. Students participate in structured academic and elective course offerings which are taught on varied levels of academic readiness and within an individualized study mode. In addition, supportive services such as vocational planning plus counseling in social adjustment, responsible self-management, and decision making are emphasized. A close cooperative effort among staff, parents, and referring agents are also a part of the total support system.

The program operates on the same calendar as all Grand Rapids Public Schools base high schools. Classes are held Monday through Friday from 9:00 a.m. - 2:15 p.m. A hot lunch program and transportation services are available to all students.

The drop out rate is kept to a minimum because a concerted effort is made daily by staff to contact students, to meet with parents, and to counsel students experiencing academic and/or school frustration. In addition, cooperative efforts exist with other schools to transfer students if another more appropriate placement is deemed necessary.

CONTACT PERSON -

Jan VanDeusen, Director - COPE Program, 1061 Kensington SW, Grand Rapids, MI 49503
Jeanne Greer, Attendance Officer, Kent Intermediate School District, 2650 East Beltline, SE, Grand Rapids, MI 49506

173. TITLE OF PROGRAM/PROJECT

LCISD School-To-Work Transition Program

TARGET AUDIENCE

High School

DESCRIPTION

This is a School-to-Work Transition Program for economically disadvantaged seniors. There will be 60 seniors from Cassopolis, Dowagiac, Edwardsburg, and Marcellus School District who will receive career counseling, employability skills, job search skills, placement activities, and follow-up monitoring.

CONTACT PERSON -

Ned B. Sutherland, Director of Vocational Education, Lewis Cass ISD, 58253 M-62, Cassopolis, MI 49031 (616)782-2174

174. TITLE OF PROGRAM/PROJECT

LCISD Youth-Single Parent and Homemaker

TARGET AUDIENCE

High School

DESCRIPTION

The Youth-Single Parent and Homemaker Program will serve 100 in-school youth both female and male between the ages of 14 through 22 years of age. These youth will be identified in Berrien, Cass, and Van Buren Counties. These youth will be teenage expectant parents or teenage parents. Each youth will receive 72 hours of career guidance and personal professional counseling to assist them to successfully succeed as parents in our society. Each youth will be provided with a vocational training program, will receive a high school diploma, receive child care and transportation services, parenting skills, and job search skills and placement services. The county supportive agencies, local school districts, lay persons, and the PIC will work together to help the single parent and/or homemaker achieve these goals and be successful in our society. There will be six week progress reports on each youth and exit follow-up of 10, 20, and 30 days. This project is supported 100% with JTPA monies.

CONTACT PERSON -

Ned B. Sutherland, Director of Vocational Education, Lewis Cass ISD, 58253 M-62, Cassopolis, MI 49031 (616)782-2174

175. TITLE OF PROGRAM/PROJECT

High School II

TARGET AUDIENCE

Potential high school drop outs and school alienated youth

DESCRIPTION

This non-traditional program is designed to work with and for potential high school drop outs. Currently, this program serves 25 11th and 12th graders, and next year 9th and 10th grades will be added. Programmatically students are scheduled at the Career Center half time and attend classes at Hanover-Horton four days a week from 5:30 p.m. to 8:45 p.m.

Students are referred to the program by the high school principal and/or counselor. Parents must approve of student placement, as does the student himself. Students are not dumped in the program. It is a cooperative effort. Competency based teaching along with individualized instruction is stressed. Law related education is taught to all students. School discipline is handled by a student court. The "family concept" is stressed. Parental support has been apparent this year. Student attitude is excellent as is attendance. One student stated, "This program allows me to be successful, you have to remember last year we were every teachers nightmare". The program has kept the students enthused about learning, and in fact some of these "non-motivated students" are cross age tutoring middle school students to allow for prevention of the problem for these younger students.

The key to success:

A. Teach students not subject matter
B. Look for the positives, encourage, reward, and praise
C. Teach how they learn
D. Have them do work until it is satisfactory, i.e. mastered
E. Be success oriented

CONTACT PERSON -

Gary Sarut, Superintendent, 101 Fairview St., P.O. Box 395, Hanover, MI 49241 (517)563-8181

176. TITLE OF PROGRAM/PROJECT

Student Assessment

TARGET AUDIENCE

Junior High and High School

DESCRIPTION

A student assessment is offered to schools so that we can assist students in better understanding the problems that may be affecting their academic performance and behavior in school.

During the assessment sessions professional counselors work with the individual to assess behavior (i.e., skipping, poor grades, rule violation, etc.) and then develop a plan to resolve the problem(s) that best suit the needs of the student and the situation.

Referrals are strictly confidential. There is no charge to the student or the school for the assessment process.

CONTACT PERSON -

Michael Smith, 822 Cherry SE, Grand Rapids, MI 49506 (616)458-8521

177. TITLE OF PROGRAM/PROJECT

MINOR IN POSSESSION (M.I.P.)

TARGET AUDIENCE

Junior High and High School

DESCRIPTION

A program designed to help the young person who has been found in possession of alcohol or other drugs. M.I.P. offers an alternative to court procedures or suspension by providing a program to enhance the communication between parents and youth so that the family can be the center of action in the future.

M.I.P. includes a thorough evaluation of the young person's present situation and provides three, two-hour family awareness sessions. The cost of the program is $65.00 per family. The young person attending must be accompanied by a parent(s) or guardian, other family members are welcome, by agreement. A Project REHAB consultant will provide program set-up to insure meeting specific needs of individual schools.

CONTACT PERSON -

Michael Smith, 822 Cherry Se, Grand Rapids, MI 49506 (616)458-8521

178. TITLE OF PROGRAM/PROJECT

School Truancy: A Juvenile Court Response

TARGET AUDIENCE

Elementary to High School Students

DESCRIPTION

The Crisis Intervention Program (C.I.P.) of the Kent County Juvenile Court was developed because of changing ideas about the most effective way to work with youth who come to the attention of the court for status offenses. 24-hour crisis intervention and short-term family counseling are provided for families with runaways, youth beyond control of their parents, youth involved in school truancy or other school problems, and other troubled adolescents who commit minor law violations. School truancy is considered by the Juvenile Court as first and foremost a school/family concern which should be dealt with primarily outside of the Juvenile Court system. The initial involvement of youth at Juvenile Court regarding truancy, therefore, is usually with C.I.P. Upon receipt of referrals regarding truancy and/or other school-related problems, the C.I.P. staff will attempt to coordinate efforts with school personnel and the parents to achieve two main goals; 1) to resolve the truancy problem and, 2) to divert the youth from formal court involvement. Assessment and intervention focus on the primary system of school-parents-youth to develop a comprehensive treatment plan. An effective, centralized referral system has been developed with the Office of Student Services, Grand Rapids Public Schools, and the Kent Intermediate School District attendance officer who screen all truancy cases prior to referral to C.I.P. Approximately 125 formal truancy referrals per year are served by C.I.P. In addition, referrals can be made direct-

ly to C.I.P. by school personnel in situations involving family conflict or crisis situations.

CONTACT PERSON -

John Weiks, Supervisor, Crisis Intervention Program, Kent County Juvenile Court, 1501 Cedar, N.E., Grand Rapids, MI 49503 (616)774-3749

179. TITLE OF PROGRAM/PROJECT

Automated Eric Search - Get Your National Attendance and Dropout Research in Minutes

TARGET AUDIENCE

Professional Educators

DESCRIPTION

Many programs now in existence can be adopted or adapted by educators who are battling the dropout problem. A carefully structured search of the literature can help to find those programs. We offer search service and have extensive experience developing computerized literature searches to find information. So, also, do many other facilities around the country. A letter or call to us can get for you either a search (if that's what you prefer) or a referral to a search service near you (if that's more suited to your needs).

CONTACT PERSON -

Dr. Robert Kramp, Reference Services Librarian, Oakland Schools, 2100 Pontiac Lake Road, Pontiac, MI 48054

180. TITLE OF PROGRAM/PROJECT

"School Dropouts: A Lingering Phenomenon"

TARGET AUDIENCE

School professionals, policy makers and others interested in reading about various approaches that have been successful in addressing the problems of dropouts and school attendance.

DESCRIPTION

This was completed as a research project funded by the CIC Institute for faculty members of historically black institutions of higher education. Most of the research was done in the Indiana University Library. It describes ten dropout programs from LeConner, Washington to Ossining, New York. It also includes a useful program profile for a model school dropout program as well as a set of characteristics which research suggests as those found in a "dropout profile".

CONTACT PERSON -

Dr. Betty Nyangoni, Chief Attendance Officer, D.C. Public Schools, Room 908, 415-12th Street, N.W., Washington D.C. 20004 or Social Science Dept., Howard Univeristy, Locke Hall, Room 100, Washington, D.C., 20059

181. TITLE OF PROGRAM/PROJECT

A Selected Bibliography on School Dropouts

TARGET AUDIENCE

Attendance officers, administrators, school board members, teachers and researchers, as well as others interested in the issue of school dropouts

DESCRIPTION

This is a carefully selected group of books, articles and other publications related to the broad issue of dropouts. It particularly includes descriptions of promising and proven programs for school dropouts.

CONTACT PERSON -

Dr. Betty Nyangoni, Chief Attendance Officer, D.C. Public Schools, Room 908, 415-12th Street, N.W., Washington D.C. 20004 or Social Science Dept., Howard Univeristy, Locke Hall, Room 100, Washington, D.C., 20059

182. TITLE OF PROGRAM/PROJECT

MI Department of Social Services, Oakland County Local Office Preventive Services for Families, Children's Protective Services

TARGET AUDIENCE

Teachers and other school professionals

DESCRIPTION

We wish to encourage school staff members to refer to our agency families who are at risk of abusing, neglecting or exploiting their children. Preventive Services for Families provides intensive casework services for this group.

All children in Oakland County are eligible for Children's Protective Services if they are living in conditions that threaten their health or safety. Teachers, social workers, school administrators are mandated to report such conditions by law.

We believe abuse and neglect can be a serious factor in causing student absenteeism and dropping from school.

CONTACT PERSON -

Nancy McQuillan, Volunteer Services Specialist, Oakland County Department of Social Services, 196 Oakland Ave., Pontiac, MI 48058

PROGRAM INFORMATION FORM

Please complete the form below if you wish to have your program included in the publication to be entitled: Alternative To School Suspension

TITLE OF PROGRAM

_____

_____

TARGET AUDIENCE - (Please circle one or more)

El - Middle - Jr. High - Sr. High - others specify on line below _____

_____

DESCRIPTION

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(Use back if necessary)

CONTACT PERSON

Name _____

Position _____

Address _____

_____

Telephone ( ) _____